



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Wishmore Cross School

Alpha Road  
Chobham  
Surrey  
GU24 8NE

*Lead Inspector*  
Ruth Coler

*Key Announced Inspection*  
22<sup>nd</sup> & 23<sup>rd</sup> June 2006      09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Wishmore Cross School
<b>Address</b>	Alpha Road Chobham Surrey GU24 8NE
<b>Telephone number</b>	01276 857555
<b>Fax number</b>	01276 855420
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Surrey Children's Service
<b>Name of Head</b>	Ms D Close
<b>Name of Head of Care</b>	Ms J Doyle
<b>Age range of residential pupils</b>	11 to 16 years boys only
<b>Date of last welfare inspection</b>	08/12/05

### **Brief Description of the School:**

Wishmore Cross is a Local Education Authority funded school for boys within the age range of 11-16 years. The school provides both boarding and day facilities for pupils with special educational needs who are identified as having emotional and behavioural difficulties as their primary need.

The school has developed new separate boarding facilities; within the building are three separate boarding units, a residential staff office and a separate medical area.

This inspection took place when year 11 pupils remained at home as they had completed their exams. Therefore their comments and views were not able to formulate part of this inspection. In addition this resulted in fewer pupils being present at the time of inspection.

# SUMMARY

This is an overview of what the inspector found during the inspection.

The announced key inspection took place over two days and was undertaken by two inspectors. The site visit commenced at 10:00 and concluded at 21:00 on the first day and 8:30 concluding at 17:30 on the second day.

The inspection activity included viewing records, policies and procedures, Discussions were held with individual pupils, a group of pupils, individual staff, a group of staff, the Head of Care and Head Teacher.

Observations of practice, both during the day and in the evening, were completed. The views of parents were gained by sending questionnaires to all parents. Five parents questionnaires were received before the draft inspection report was completed. Their views are recorded in this report.

The inspectors thank the pupils, staff and management for their involvement and support during the inspection.

The CSCI will be forwarding a 'Notice of Failure to Safeguard and Promote the Welfare of pupils' to the school and Local Authority in respect of Standard 6 Anti-bullying and Standard 10 Measures of control, discipline and physical intervention.

## **What the school does well:**

The school has an excellent approach to, and records of, recruitment. This area of practice is commended.

Privacy and confidentiality is well understood by the care staff who could describe what they would keep confidential and what they could not. Pupils also could explain what the basis for privacy and confidentiality is; for example they knew that if information they shared with carers was considered to put anyone else in jeopardy that this could not be kept confidential. Pupils were confident that information about them is kept safe.

There was good evidence that pupils' complaints are taken seriously and how complaints are handled follows good practice guidelines. For example, the outcome to any complaint was recorded, records of any correspondence were on file and pupils wrote their views regarding the outcome of the complaint on the form and signed this.

The management of occasions where pupils go missing are managed satisfactorily.

For example these are recorded and records show that the incident is discussed with pupils when they return. Parents are also involved in the follow up to the incident.

Educational achievement was supported by residential staff who promoted pupils engagement and enjoyment of education.

There was good evidence that the school has a well organised and managed leisure and activities programme. There is an appropriate balance of free time and organised time with pupils having the ability to make some decision regarding this.

Pupils were complementary about the activities programme and were observed to fully participate in the range of activities provided on the evening of inspection.

## **What has improved since the last inspection?**

The recommendations and advisory recommendations from the last CSCI inspection in December 2005 were mostly met.

There is a statement of purpose for the school, which provides some clarification as to the school's admissions criteria.

The school has a school development plan, which addresses the areas of concern; bullying and behaviour management.

## **What they could do better:**

Pupils said that they continued to feel very unsafe at the school. Their reasons for this were linked to the level of bullying in the school. Some pupils stated they considered all pupils both bully and are bullied whilst at the school. Pupils also linked this to their view that there is a lack of discipline at the school and made comment they considered that there should be greater discipline. The outcome is that whilst appropriate systems are in place regarding child protection the issues relating to pupils' behaviours continue to increase the risk of pupils being, and feeling unsafe, at the school.

The school has no true picture of bullying behaviours in the school nor has the school's anti-bullying strategies made significant, verifiable changes to the level and types of bullying that occur within the school. Whilst much effort has been put into developing this area of practice it remains of significant concern.

Pupils' use of unacceptable language needs to decrease.

The behaviour management policy needs to contain greater detail regarding what pupils have to do to achieve rewards for good behaviour and staff need to demonstrate that they consistently apply the school's criteria for rewarding good behaviour and sanctioning unacceptable behaviour.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.



# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## JUDGEMENT – we looked at outcomes for the following standard(s):

14 & 15

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to the service.

There are good services in place at the school, which support pupils health needs being identified and met.

## EVIDENCE:

Staff interviewed confirmed that key workers are responsible for monitoring and reviewing children's health care needs. These are recorded and any changes or updates are entered on care plans etc.

The school has an internal medication policy and procedure. In addition the school holds the Surrey County Council Medication Administration procedures. The internal procedures were reviewed in September 05 and are scheduled for further review in September 06.

It was reported that all staff have received medication training within the last two years. This area and first aid training is also included in staff induction training. It would be important for medication training to be kept under review and updated periodically.

Samples of children's medication records were inspected.

The sample evidenced children's medical histories and parental consent for the administration of medication and medical treatment.

Medication administration records were clear and evidenced no gaps in recording.

There is a record of medication entering the school and of disposal via the pharmacy.

Controlled medication is also entered in the general medication records.

It is important that a 'controlled' drug book is obtained and that two staff sign the book when medication is dispensed. A recommendation will be made regarding this.

Medication is kept in a large metal cabinet, which also has separate lockable section for 'controlled' drugs.

Medication is carried by staff to various parts of the school in a zip fastened bag. It would be important for a written risk assessment to be drawn up regarding these 'carrying' arrangements. A recommendation will be made regarding this.

Advice on aspects of healthy living etc is on going.

The school has a GP attached to the school; however it was reported that some parents prefer to keep their children registered with the doctor in their home area.

The pupils confirmed that they liked the meals provided. The lunchtime meal taken on the day of inspection was of a good quality with opportunity for choice. Some pupils preferred the lunchtime menu and others the evening meal. Snacks were available and it was evident pupils could make and obtain snacks in the boarding accommodation.

The dining area of the school is in need of refurbishment and this is programmed to occur in the summer holidays.

This was not a major area of inspection at the site visit, however the evidence provided indicated that the service provided good quality food but needs to improve the dining environment to a satisfactory standard and therefore is graded as adequate.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

## JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 10, 26 and 27

Quality in this outcome area is **poor**. This judgement has been made using available evidence including a visit to the service.

There are some elements of practice, which fully protect pupils. The major shortfalls in the Standards for Anti-bullying and Measures of control, discipline and physical intervention are significant and result in the overall outcome for this standard being poor.

## **EVIDENCE:**

The school's policy and procedure regarding privacy and confidentiality could not be located. It is important that this document is located and kept available. A recommendation will be made regarding this. A 'search and possessions' policy has recently been drawn up following a recommendation at the last inspection.

During interviews and discussion, children voiced no issues in these areas and parents or those with parental responsibility voiced no concerns via the parent's feedback questionnaires.

Pay phones are cited in each boarding house unit. Privacy and confidentiality is well understood by the care staff who could describe what they would keep confidential and what they could not. Staff were observed to knock on children's bedroom doors before entry.

Pupils also could explain what the basis for privacy and confidentiality is; for example they knew that if information they shared with carers was considered to put anyone else in jeopardy that this could not be kept confidential. Pupils were confident that information about them is kept safe.

There was good evidence that pupils' complaints are taken seriously and how complaints are handled follows good practice guidelines. For example, the outcome to any complaint was recorded, records of any correspondence were on file and pupils wrote their views regarding the outcome of the complaint on the form and signed this.

Pupils were clear that they could use the complaint procedure and produced copies of this for inspectors.

The outcome to this is that there is a well-organised complaint procedure, which is known and used by pupils.

There has been some concern regarding the mixture of pupil needs at the school, which includes pupils within the autistic spectrum who also have behavioural and emotional difficulties as well as pupils who only have emotional and behavioural difficulties. This caused some conflict for pupils. For example, pupils found great difficulty in appreciating why staff responded differently to behaviours of particular pupils even though they knew the other pupil was autistic. Pupils said they felt these pupils were allowed to get away with things that they would not. One particular pupil is of particular concern to the school's management team and they are in further discussion with the local authority regarding the suitability of the placement.

The school has a child protection 'safeguarding' policy, which was not inspected on this occasion. A 'Whistle Blowing Policy' was in development at the time of the site visit; this will be completed by October 2006. The school is advised to reconsider the school's Child Protection Policy in the light of changes being made by Surrey County Council to their policies to ensure these are compatible. The school's development plan has an aim to ensure '*staff are clear on accountabilities and responsibilities related to safeguarding children*'. The plan includes action to develop a new code of conduct and review the staff handbook. No recommendations will be made about this as the school has taken action to develop these policies.

The Head of Care remains the school's Child Protection Liaison Officer (CPLO) and where staff allegations are made the Head Teacher is also responsible as identified in DfES guidance.

No child protection referral has been made since the last inspection. The Child Protection Assessment team confirmed that there were no concerns regarding how the school managed child protection.

Child protection procedures were known by all types of staff including for example care staff, teachers, speech and language therapists, administration staff and catering staff. Staff confirmed that they received regular training most saying they had an annual update.

Pupils reported that they continued to feel very unsafe at the school. Some pupils reported that whilst this had got better in the past they were of the opinion this had got worse again. Pupils gave their reasons for this to be linked to the level of bullying in the school. Some stated they considered all pupils both bully and are bullied whilst at the school. Pupils also linked this to their view that there is a lack of discipline at the school and made comment they considered that there should be greater discipline. They thought that pupils would not like this but that it would make them feel safer in the school and therefore make it a better place.

The outcome is that whilst appropriate systems are in place regarding child protection the issues relating to pupils' behaviours cited below continue to increase the risk of pupils being, and feeling unsafe, at the school.

The school has developed a policy and procedures for referring and recording incidents of bullying which both pupils and staff can use. The teacher in charge of developing this system has worked hard to ensure this system is used consistently across the school. However, whilst the weekly recording would indicate that bullying is decreasing there is a need to analyse the information further. For example, are all teachers reporting bullying that occurs in the classroom?

In addition care staff are not using the school's reporting systems for bullying. Staff stated that as incidents of bullying are dealt with as they occur referrals to the school's recording system have not been made regularly. Records were made in the pupils care notes. Staff acknowledged that on reflection they should use the school referral system.

Pupils said that they considered only one third of incidents of bullying were referred to the school and that often pupils who referred bullying were bullied more. As previously stated some pupils considered that all pupils bullied and were bullies at the school.

Pupils also referred to 'binning' whereby new pupils were placed in the bins as a type of initiation to the school. The Head of Care confirmed that there had been two incidents of this for one pupil recorded in the last year but this had been dealt with and as far as the school was aware this had stopped. However, it is of concern that pupils raised this as a form of bullying used at the school and the school will be asked to ensure this does not happen.

During the inspection two incidents of bullying were detailed to inspectors and referred to the school.

There is a high use of derogatory name-calling and nicknames used by pupils as a form of bullying. Many of the pupils confirmed that they found this unpleasant and intimidating. During the inspection five young people were observed or reported they were given derogatory names. No examples are provided, as these would identify pupils at the school. Some staff have been given nicknames, albeit that these are used affectionately and not seen as derogatory, both pupils and staff use these. The use of nicknames for staff supports the notion that using nicknames is acceptable. This also does not promote a culture of respect. The pupils confirmed that they looked for physical attributes, which they can use to tease people from the moment they meet them. This was also the experience of inspectors.

The school must review the use of nicknames and consider what forms of address will support respect and ensure derogatory name calling, in any form, is seen as unacceptable.

The school's development plan includes a thirteen point strategy for '*addressing the persistent and abusive use of unacceptable language*' used by pupils which is to commence in October 2006 and then be reviewed termly. The strategy includes involving pupils, their families, staff and others involved with pupils; such as taxi drivers. The strategy also includes using the school's sanctions and points system more '*consistently to address inappropriate language*'.

How the school manages bullying is an area of practice, which has been of significant concern to the CSCI for several years. A notification to the local authority was made regarding bullying at the CSCI inspection of the 24 January 2005. This was withdrawn at the last CSCI inspection of the 08 December however the CSCI report stated:

*"There was some evidence that pupils considered that bullying had decreased over the year but there continued to be concerns that the level of bullying continued to be excessively high and an area of concern. In addition during the inspection there continued to be concerns regarding the acceptable behaviours of pupils please read the general comment section of this report. The evidence was that this assisted in identifying individuals who might bully and in one case had assisted a pupil in asking for support in dealing with their bullying behaviours.*

*The commitment of the teacher to developing a full anti-bullying strategy is to be commended. This is a long-term project that will require the full support of the whole school team. Therefore whilst no further recommendation is made regarding this matter it is an expectation from the CSCI that this policy be fully embraced by the school. Verifiable outcomes should be available in the future, which demonstrate that the strategy is effective."*

The school's improvement plan 2006-07 includes an aim to '*continue anti-bullying programme to help pupils feel safe in school.*'

The above evidence does not confirm the school has a true picture of bullying behaviours in the school or the school's anti-bullying strategies have made significant, verifiable changes to the level and types of bullying that occur within the school. The CSCI will again make a referral to the Local Authority regarding the school's failure to reduce the level and types of bullying occurring at the school.



The school has a policy and procedure relating to missing pupils. This was not inspected. There has only been one incident of pupils going missing from the school since the last inspection. This incident referred to two pupils. The management of occasions where pupils go missing are managed satisfactorily, for example, these are recorded and records show that the incident is discussed with pupils when they return. Parents are also involved in the follow up to the incident.

The school has a behaviour policy and there are clear guidelines as to what constitutes misbehaviour and the level of sanction that would be given, including what action would lead to pupils being excluded. The amendments referenced in the last CSCI inspection in December 2005 had not been made. This related to the policy giving greater detail of how behaviour will be managed out of school hours. The policy did not contain a great amount of detail regarding what pupils had to do to achieve rewards for good behaviour but there was evidence that there were various mechanisms in place to support this.

Of the seven parents questionnaires returned all confirmed that they knew about the school rules and the types of 'punishments' (sanctions) used. Three of the parents considered there should be greater discipline at the school.

Pupils stated that they considered exclusions did not support them developing good behaviours and considered that where some pupils did not wish to remain in school they would display behaviours that would lead to their expulsion. Some parents also viewed the use of exclusion as inappropriate. In the autumn term of 2005 there were 100 exclusions by the school. The number of exclusions in the spring term continues to be high.

A paper regarding how exclusions have been used at the school was prepared by the Head Teacher. This paper states there has been a 25% reduction in the number of exclusions at this school within the year 2005-06 compared to 2004-05. The management team also notes that the zero tolerance approach recommended by the CSCI on pupils accessing the school roofs led to a decision that where pupils went on the roof this would lead to expulsion. This approach has resulted in far less numbers if pupils accessing the roofs and lately there being no incident of this occurring. There are further plans to decrease the number of exclusions in use. For example in September 2006 an internal exclusion scheme will be in place. The paper on exclusions comments that internal exclusion will be used in addition to full term exclusions from school and would be used as a *'medium level behaviour management tool rather than an alternative to FTS'*.

The management team has an aim, within the school development plan, to *'meet with parents on reasons for suspension and ways of making it work'*. This strategy is beginning to be used and the Head of Care gave one example where this had resulted in a change of plan whereby the pupil had decreased their difficult behaviours, which previously had led to suspension.

There is therefore contradictory evidence regarding whether the high use of exclusion at the school has positive results in reducing pupils' aggressive behaviours and increasing school attendance. Whilst the management has data which indicates exclusions have had a positive influence on behaviour pupils and parents perceptions of the use of exclusion does not confer with this information.

Whilst the management team continues to use strategies to reduce the number of exclusions taking place, for example by keeping pupils in school but separate from their class (internal exclusions) from September 2006 it is of concern that the number of exclusions remains high and that pupil and parents' perceptions of the use of exclusion is negative. This again results in pupils' safety being impeded.

Pupils could not easily describe how the school rewarded their good behaviour and only gave one example of this. This being that if they got the Head Teacher's award at the end of term they could select something from out of a bag as a prize. In addition the handover meeting at the beginning of the day on Friday discussed which pupils would receive the end of week awards but there was not a great deal of focus on how this relates to the school's behaviour management programme or particular goals, such as reducing swearing.

The need to strengthen the school's reward systems is acknowledged in the school's development plan which states *'introduce reward system, including attendance certificates each half term and annual rewards'* commencing in September 2006, as a mechanism for improving school attendance.

Therefore the school is advised to strengthen the ways that pupils know about the rewards systems within the school and ensure staff provide clarity when awards are given which specify how these relate to the school's behaviour management programme and other goals. This will enhance pupils' understanding of what behaviours are expected of them and ensure that good behaviour is recognised and rewarded more effectively.

From the time inspectors entered the school the level of pupils' inability to manage their behaviour appropriately was of concern. For example, inspectors arrived separately and both witnessed pupils swearing in front of staff. Staff did not comment or challenge the pupils' use of inappropriate language. During the two days swearing continued to be in constant use by pupils, however it must be noted that this decreased considerably during the evening and there was evidence that care staff challenged pupils verbally about their use of language and gave sanctions to pupils who used this inappropriately. In questionnaires parents also raised concerns regarding the level of swearing that pupils use.

Pupils' general demeanour during the school day was of aggression and contained emotion that could change to aggression at any time. Again this leaves both pupils and staff feeling unsafe. Examples, of this include the number of times that pupils were out of class during the two-day site visit, the number of incidents which required staff intervention to manage aggressive and intimidating behaviour, including in one instance where a pupil required medical attention from a hospital, the attitudes pupils demonstrated to visitors and staff during the school day.

During the evening observation pupils appeared relaxed and interacted and responded well to staff with no incidents occurring which staff could not defuse.

Areas where there were improvements in pupils' behaviours included: The school's anti-smoking strategy had been effective in ensuring that smoking in close proximity to the school buildings had ceased. Pupils smoking near school buildings had been observed at the last CSCI inspection. However, pupils continued to state that obtaining cigarettes was a reason for pupils being bullied.

Pupils' safety when using the stairs round the school was improved. No further instances of pupils sliding down banisters were observed.

Records of sanctions given by care staff were well documented and reviewed at the half termly visit from staff of Surrey County Council. Records were appropriately kept. Pupils considered sanctions were fair and demonstrated that they had a good understanding of the sanctions the school uses and what behaviours would merit differing levels of sanctions being applied. The management is advised to consider how they record the effectiveness of sanctions given in more detail. Restraint records were written in a bound book in accordance with detail in the National Minimum Standards for Residential Special Schools. The detail lacked information in some logs about how long the hold had been used for. This detail is necessary to fully comply with recording required by the National

Minimum Standards. Pupils stated that the number of restraints taking place at the school had reduced. They found that staff were using other methods to sort out arguments such as promoting discussion.

There was one example of where a member of the teaching staff had not undertaken training in 'Positive Options', Surrey County Council's preferred published restraint policy yet was involved in restraining pupils. This person had been trained in several other published restraint techniques and had many years experience. However, school guidance regarding 'Positive Options' clearly states that staff who have not been trained specifically in these techniques should not be involved in restraint. Whether the school's insurance would cover an individual who is not following the school's restraint policy is also questionable. In addition pupils and staff could be put in danger where different staff involved in a restraint are following different guidance. Staff considered that the use of restraint had diminished compared to the number of restraints used in the past.

There was some records of how the school is beginning to be inventive in their approach to pupils difficult behaviours and involve parents within the plans for pupils.

The school has a health and safety policy. The policy is detailed and includes seventeen headings. The school's health and safety 'law' poster is displayed in the staff room.

The school has a written fire risk assessment; however the assessment was not dated. It is important that the assessment is dated in order to remind staff when a review or update is due.

The school has a clear fire procedure.

Fire alarm tests are held weekly, the most recent being on 16 June 2006. Fire equipment and emergency lighting tests occurred on 31 May 2006 and 16 June 2006 respectively. The last fire evacuation drill occurred on 19 June 2006 and there was evidence of past drills taking place.

All staff receive fire training as part of their induction programme.

The school had a current gas safety certificate dated 16 June 2006 and the boilers were tested on 25 April 2006.

There was evidence of water/Legionella testing on 23 October 2006 and an Asbestos test was undertaken on 2 February 2006. There was a range of written risk assessments covering on-site and off-site activities.

In addition there were risk assessments regarding the boarding accommodation and travel in the school's minibus.

Written COSHH assessments were also held. The assessments were dated September 2005.

Accident reports were available and evidenced that thirteen accidents had been recorded since the last inspection. Recording was clear and consistent with the Data Protection Act.

Standards of cleanliness and hygiene were high throughout the boarding units and no safety hazards were evident with the exception of a broken electrical socket, which was being repaired at the time of the inspection.

Therefore the above evidence indicates health and safety is managed to a satisfactory standard within the school.

Staff recruitment was well organised and given a high degree of attention. The policy and procedures had been amended following the Bursar receiving training, which reflected the DfES guidance on safe recruitment in schools.

The Bursar was able to demonstrate that they have a good understanding of the principles underpinning good recruitment practice such as checking what information in applications refers to and ensuring that there is an audit trail for information provided in applications. For example the Bursar was using a statement regarding the school's commitment to safeguarding children, staff records kept were in compliance with detail in The National Minimum Standards for Residential Special Schools and has ensured that any applicant receives essential school policies, such as the school's safeguarding policy with their application pack. Other staff within the management team are booked to complete the training within the next term. The school is commended for their approach in this area of practice.

The CSCI is in discussion with Surrey County Council regarding their practices in relation to Criminal Record Checks. However, as stated the school's practice in respect of recruitment is found to be excellent.

Whilst there is some evidence that the school's behaviour management systems and anti-bullying strategies are making some improvements these areas have continued to be of concern since the inception of the National Care Standards Commission in 2001, and subsequent inspection by the CSCI, and there has not been sufficiently significant improvement in these areas. Information within this section of the report does not confirm that recommendation number 15 of the CSCI inspection report of the 08 December 2005 regarding ensuring that staff deal with pupils' consistently.

The conclusion to the evidence within this standard is that there are two major areas of concern; Standard 6 Anti Bullying and Standard 10 Measures of Control, discipline and physical intervention, which the school need to address to ensure pupils' safety at the school. Notification of Failure will be made regarding these two areas to the Local Authority.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## JUDGEMENT – we looked at outcomes for the following standard(s):

12, 13 and 22

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to the service.

Pupils' enjoyment and achievements are supported by the operation of the school.

## EVIDENCE:

Educational achievement was supported by residential staff who promoted pupils engagement and enjoyment of education. Staff stated that children have homework each night and that they are always available to assist them in schoolwork and learning activities. Older pupils had facilities in their bedrooms so they could do their own study.

Some educational aids were available in the residential premises, such as newspapers for older pupils and comics to encourage younger pupils to read.

Older pupils also were involved in some meal preparation. Pupils were also asked to assist in laundry and making their beds. When on shopping trips staff stated assisted pupils in managing money. This contributes to developing their independent living skills.

Care staff and teaching staff hold meetings every Friday where children's progress or difficulties are discussed. Staff also stated they attend some lessons and offer support in the classroom situation. Staff considered that they worked well with educational staff.

There was good evidence that the school has a well organised and managed leisure and activities programme for after school. There is an appropriate balance of free time and organised time with pupils having the ability to make some decision regarding this.

Pupils were complementary about the activities programme and were observed to fully participate in the range of activities provided on the evening of inspection. There were appropriate risk assessments in place that covered specific activities and individual pupils where necessary. Staff were observed to participate in activities and supervise these appropriately.

All children have key workers.

The sample of children's files inspected evidenced written notes of meetings held between key workers and children.

Key workers and other care staff demonstrated commitment to the children's welfare, enthusiasm in their dealings with them and resilience regarding the difficulties and challenges presented.

Some of the children stated their key workers help them with their problems and do a lot for them.

Key workers and other care staff were observed to engage and interact with children and join in a range of activities with them. During evening observations children responded well to staff involvement and interaction, particularly in 'small group' situations.

There are partnership social workers and a mental health support worker working within the team of the school. The development of the services provided by these staff is in discussion with further joint working being provided when the school is able to provide facilities for these workers. There is a need for Surrey County Council to consider whether further start up costs need to be provided. It is important to the success of this integration of services that proper facilities are provided, which meets the needs of these services.

No pupil received services from a Speech and Language Therapist. There was no defined information that a pupil would require such services but the school is asked to review this as staff confirmed there are pupils whose learning is impeded by their ability to communicate.

Surrey County Council provided an independent person to visit the school who is known to pupils.



Staff were knowledgeable about diversity but there was no evidence that whole school training regarding this had taken place in recent years.

The management team included within the school's development plan 2006-07 an aim '*to address racist attitudes and language*'. Actions to address this issue included improving the reporting of racist incidents and language, use of restorative justice to address individual serious incidents where appropriate, policies and procedures being developed during September to December 2006, which includes develop a joint school/police policy regarding racism. This initiative also related to the school's intention to reduce bullying within the school.

The school intends to undertake a review of the impact of the school's diversity strategy from December 2006 and thereafter on a termly basis. It would be helpful to include diversity training for staff as part of this school strategy.

Pupils confirmed they were able to approach a variety of staff if they had a problem or concern.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

## JUDGEMENT – we looked at outcomes for the following standard(s):

2, 9, 17 and 20

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to the service.

Pupils are encouraged to participate in making decision about their lives and provided with good support to keep in contact with their parents/ carers.

## EVIDENCE:

Relationships with pupils during the evening after school were seen to be positive, relaxed and supported good behaviour. Pupils responded to staff requests and instructions appropriately, for example when staff asked they stopped using offensive language this request was complied with.

During the day relationships were seen to be confrontational and difficult. Please also refer to the safeguarding section of this report. Pupils did not report they found their relationships with staff to be very positive.

The conclusion is there is a great difference in the relationships between staff and pupils during the day and evening, with those during the evening being more positive. There is an acknowledgement that the care staff do not have to ensure pupils engage in education and that during the school day there are higher numbers of pupils; including day pupils who have an effect on the relationships. Staff pupil relationships are intrinsically linked to behaviour management and therefore this aspect of practice is found to have shortfalls as it directly impacts on pupils' welfare. Children's key workers prepare placement plans. There was also evidence of reviews being held where appropriate.

Placement plans were in evidence in the sample of children's individual files inspected. The placement plans were detailed and included headings such as: health and medical care, physical and emotional care, behavioural triggers, cultural, religious language and racial needs, leisure and interests, contact and family, other information and action and targets to be achieved. The placement plans were revised in March/April 2006 and are scheduled to be reviewed again in September 2006. Children's key workers prepare placement plans. There was also evidence of reviews being held where appropriate.

Some of the children interviewed stated that they were aware of their care plans.

The school development plan includes consultation with pupils regarding the curriculum, which was to conclude in June 2006 and is reviewed in July 2007.

Contact with parents and carers is being developed within the school a recent development being a parents' group being set up. Parents who responded to questionnaires reported they were in favour of this development. The partnership social workers also support parents and carers of pupils both within school and at home. Parents who completed questionnaires also stated that they are encouraged to visit the school and reported there were various ways in which the school remained in contact with them, for example by letter and telephone. Where parents could not drive they stated that the school came to collect them from an agreed location. One comment regarding staff was as follows: *'They talk to like your family. They are always there to listen and help you with any problems.'* Parents also stated if they turned up unexpectedly they were made to feel welcome and staff tried to ensure a relevant person was able to talk with them.

Pupils reported that they could make contact with family and friends most of the time. This was restricted during school hours. The Head of Care had plans to box in the telephone in the main corridor of the residential premises to improve confidentiality.

Therefore it is concluded that contact arrangements for pupils promoted and well organised.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## JUDGEMENT – we looked at outcomes for the following standard(s):

23, 24 and 25

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to the service.

The residential premises are excellent and provide well for pupils needs. The rest of the school requires further upgrading to ensure all facilities fully meet pupils' needs.

## EVIDENCE:

The school's residential premises have been built to meet the National Minimum Standards for Residential Special Schools. These were opened in 2005 and provide good facilities for pupils and care staff.

Pupils confirmed that they liked the new residential areas and considered these met their needs. They were especially pleased with the music room on the ground floor which is used daily.

Records and discussions demonstrated that where any damage occurred this was repaired quickly and effectively.

The remaining school buildings are also being refurbished to meet the educational needs of the pupils. This is being undertaken in a 'piecemeal' manner which results in providing pupils with educational environments and social facilities, such as the dining room, that are not in a good state of repair.

There was some concern raised that this provided pupils attending the school with an unequal access to educational facilities in comparison to other similar schools run by Surrey County Council where a full refurbishment programme had been completed.

The school has electronic monitoring systems in some classrooms and it was stated that the use of these systems were agreed with parents and placing social workers. This is a further indication of the concerns surrounding the high level of pupil aggression.

The residential bathrooms are of a good quality and provide satisfactory privacy. During the school day the toilet blocks in the main building continue to be locked. This is in accordance with school policy and in order to ensure a safe environment is promoted. Pupils confirmed this was an area where bullying often occurred and so the need to continue to assess whether toilets need to be kept locked is appropriate. However, the school is advised to continue to check this action and keep its use limited.

The conclusion is that whilst the residential premises meet the needs of pupils the main school facilities continue to provide standards of accommodation that do not fully meet pupils' needs.

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

## JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 31 and 32

Quality in this outcome area is **adequate**. This judgement has been made using available evidence including a visit to the service.

Management is proactive, has vision and continues to make developments at the school. However, the ability to ensure that the school's behaviour management policy and anti-bullying strategies are implemented effectively adversely affects this standard being graded as good.

## **EVIDENCE:**

There is a statement of purpose for the school, which provides some clarification as to the school's admissions criteria. Staff confirmed they had seen the school's statement of purpose.

The admissions criteria of all of Surrey County Council's Emotional and Behavioural Difficulty Schools is being reviewed by the Head Teachers concerned to provide even greater clarification. The school development plan commences with an aim to achieve greater clarity with the Local Education Authority regarding admissions to the school with a target of having this resolved by December 2006 and resulting in stability and deployment of resources from April 2007.

The school development plan for 2006-07 has eleven aims, which cover a wide range of the school's practice including educational attainment, improved school attendance, improving aspects of pupil behaviours, safeguarding pupils and greater involvement of governors. Each of the aims has specific actions and timescales of support and how the success of each aim can be measured, such as a 5% increase in pupil attendance by July 2007 for the aim regarding improving attendance at the school.

There is a pupil handbook, which is given to pupils and all parents who returned questionnaires confirmed they received written information regarding the school.

There were clear management arrangements throughout the day and night with an on-call manager always being available for assistance and guidance. Care staff reported that they found the management supportive and caring. They confirmed that regular supervision and appraisal were undertaken and their training needs were assessed and met. Records viewed confirmed this was the case.

The Head of Care stated that whilst they had completed an appraisal the number of supervision sessions did not comply with those stated in National Minimum Standards for Residential Schools. This will be recommended again.

Pupils said they considered there were enough staff on duty outside of school hours, though sometimes trips were cancelled if there was no driver on duty. The school confirmed this did occur on some occasions but was not often. Records showed that trips were regularly undertaken therefore this was not considered a problem.



Staff make staff cover arrangements between themselves and where necessary the Head of Care works shifts to support staffing numbers on duty. Staff generally considered that the staffing arrangements were satisfactory and staff absences were managed appropriately to protect pupils and staff.

Team leaders had relevant levels of qualification and experience to manager the units, for example in one case they had 7 years experience. In order to further assist in staff gaining an NVQ qualification one member of staff is to undertake assessor training. Of the 11 care staff three were undertaking an NVQ 3 qualification in the Care of Children and Younger People and a further three have already completed this qualification. This does not yet meet the level stated in Standard 31.4 whereby 80% of care staff must hold an NVQ 3 in Caring for Children and Young People by 2005. However, compliance with this standard has proved difficult for most schools. As the management continue to work to meet this standard, have arranged for a member of staff to undertake an assessor course in order to support this and have a stable and long serving staff care team who demonstrate skill, competence and knowledge Standard 31 will be met.

The school has a variety of monitoring systems, which indicate that those listed in Standard 32 are kept under review by the school and Surrey County Council.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	3

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	2
<b>6</b>	1
<b>7</b>	X
<b>8</b>	3
<b>10</b>	1
<b>26</b>	2
<b>27</b>	4

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	4
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	2
<b>11</b>	X
<b>17</b>	3
<b>20</b>	3

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	4
<b>24</b>	4
<b>25</b>	4

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	X
<b>30</b>	X
<b>31</b>	3
<b>32</b>	3
<b>33</b>	X

No

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	A 'controlled' drug book must be obtained and if any controlled medication is dispensed this must be recorded by two people.	15/09/06
2	RS14	A written risk assessment to be drawn up regarding these 'carrying' arrangements for medication.	15/09/06
3	RS6	The school's anti-bullying strategies, policies and procedures must fully demonstrate that these work effectively in practice.	30/11/06
3	RS10	The management must ensure that pupils do not use any form of initiation ceremony to the school.	15/09/06
4	RS10	Behaviour management systems within the school must demonstrate that pupils' difficult behaviours reduce and reinforce positive behaviours.	30/11/06
5	RS22	The Local Authority and school must ensure that the integrated services have the proper facilities and funding provided, which meets the needs of these services.	30/11/06

6	RS22	The management should check whether the services of a Speech and Language Therapist would assist any pupils whose learning is impeded by their ability to communicate.	30/11/06
7	RS22	Staff training about diversity should occur as part of the school's strategy to reduce racial comments.	30/11/06
8	RS30	The frequency of supervision for the Head of Care must be in accordance with the guidance in Standard 30.2 of The National Minimum Standards for Residential Special Schools and consideration should be given as to whether professional supervision would be helpful.  <b>This recommendation was not met from the CSCI inspection of the 08 December 2005.</b>	15/09/06
9	RS10	The school must ensure that the behaviours are consistently dealt with by all staff and that unacceptable behaviours, such as swearing do not go unchallenged. An action plan of how the school will develop acceptable behaviours must be produced.  <b>This recommendation was not met from the CSCI inspection of the 08 December 2005.</b>	15/09/06

## **Commission for Social Care Inspection**

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