



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Nicholas School

**Taynton Drive
Merstham
Redhill
Surrey
RH1 3PU**

Lead Inspector
Ruth Coler

Announced Inspection
24th May 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

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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 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

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

Name of school	St Nicholas School
Address	Taynton Drive Merstham Redhill Surrey RH1 3PU
Telephone number	01737 215488
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Surrey County Council
Name of Head	To Be Confirmed
Name of Head of Care	Ms B Whittaker
Age range of residential pupils	11 years to 16 ears
Date of last welfare inspection	02/11/05

Brief Description of the School:

St Nicholas School is a residential special school, which provides education to boys aged between 11 and 16 years who have a primary need in relation to their emotional/behavioural difficulties. A number of pupils have additional needs that range from having a minor to a major affect on their education. Surrey County Council places the majority of pupils. The range of identified needs of the pupils to be admitted to the school cannot be confirmed within this report as this is still in discussion with Surrey County Council.

Please note that a Head Teacher, Mr. Craig Anderson, was appointed to the school from September 2005 and is not reported in the service information section of this report. The fax number for the school provided in the service information section of this report is also incorrect and should read 01737 646173.

SUMMARY

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

This inspection was undertaken as a joint inspection with Ofsted. Separate reports were produced with the CSCI taking the lead on welfare issues.

Significant development and improvement continues to occur at the school and the CSCI will be lifting the notice of significant concern regarding the school's recruitment practices. The DfES also removed the school from special measures at this inspection.

Vision for the future of the school was actively being translated into actions and actual change that pupils and staff recognised, supported and appreciated. Whilst the changes made continue to improve the school operation there is a need for sustained improvements as the level of concern in the last two years has been so great.

Inspectors wish to thank all the pupils and staff for making them welcome and supporting the inspection in a positive manner.

This inspection reviewed the CSCI key standards from the national minimum standards for Residential Special Schools 1, 3, 2, 4, 5, 6, 8, 10, 14, 12, 17, 22, 20, 26, 27, 28, 31, and 32. Additional standards were inspected as follows 7, 9, 13, 15, 18, 19, 23, 24, 25, 29, 30 and 33.

What the school does well:

There are very good systems for pupils to provide their views to the school which are well organised and evidently in use.

Pupil and staff relations were a positive aspect of the school operation.

Pupils reported that privacy and confidentiality were promoted within the school and staff understood when they were able to keep information confidential and when this was not possible, for example if a child protection concern arose.

Pupils' enjoyment and achievement is given a high regard by the school. Children stated in discussion that they were well supported by their key workers and other staff.

Contact with parents, carers and other significant people in the pupils' lives is well organised.

What has improved since the last inspection?

The school development plan included an aim to improve pupils' involvement in physical activities. A varied choice of physical activities was available after school and in breaks.

The school is working to promote pupils' healthy eating.

Recruitment practice has improved to a standard, which complies with detail within national minimum standards.

At this inspection there were many examples of good inter departmental working, such as concern as to why a young person did not achieve their 'points' for behaviour in lessons. However, the main emphasis was on achievement and this was always in relation to the individual young person and their needs. Pupils spoke enthusiastically about how staff supported them and the relationships they had with staff. During discussions pupils used comments such as 'fair', 'do what they say they will do, speak to you properly' and 'are interested in what you have to say'. The deployment of staff throughout the two days was satisfactory

The provision of multi-disciplinary services has been improved at the school. For example by the addition of a Children's and Adolescents Mental Health (CAMHS) worker being appointed to work at the school and the return of speech and language specialist support for pupils on the school site.

What they could do better:

The school has appointed a new health and safety officer. This person acknowledged there is shortfalls in the area of health and safety and is currently in the process of reviewing health and safety arrangements. This must be an area of focus and rapid improvement for the school.

Accident recording needs to be completed in every instance where significant incident forms note that an injury has occurred even where there is no evidence of this e.g. from a bite.

Medication administration records must provide a true and accurate record of any medication administered.

Some further work is necessary to ensure that the school's complaint procedure consistently meets the necessary standards.

Data collected by the school should be used better to evidence outcomes for pupils.

Formal induction, supervision and appraisal must be available for all ancillary staff at the school.

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 or by contacting your local CSCI office.

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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 **adequate**. This judgement has been made using available evidence including a visit to the service.

Pupils' health is promoted by the operation of the school. Attention is necessary to ensure accurate and true records of medication administered are held. The school's meal service is being developed to ensure it is balanced, nutritious and encourages healthy eating habits.

EVIDENCE:

Pupils' individual and collective health needs had been identified and met. After the summer half term holiday a community mental health worker was due to start work at the school for part of each week. It was confirmed that their duties would include both direct work with pupils and support to staff. The availability of this worker will result in some of their work time being possible out of school hours. There were also links with other health professionals in order to meet the individual needs of pupils attending the school.

The school has a Personal Health and Sexual Education policy and guidance is given within lessons at the school as well as through advice from care staff. Where appropriate staff reported that pupils' personal targets included goals regarding their health needs.

The school development plan included an aim to improve pupils' involvement in physical activities. A varied choice of physical activities was available after school and in breaks. The school curriculum also included physical activities. Training was being given to pupils so that they would be able to assist in coaching young people in the local community.

A recent activities field trip was attended by a few pupils and staff. Staff and pupils reported this was very successful. Pupils reported they especially enjoyed the stream walking activity.

Accident records were written on Surrey County Council forms for staff and in a bound book for pupils. The head of Care had required all staff to ensure that any injury gained whilst restraining pupils was logged on an accident form as recommended at the last CSCI inspection in November 2005.

On checking information contained within significant incident forms there were examples of injuries to staff; which left no marks were not recorded on accident forms. The school is recommended to check that staff complete both incident and accident forms regardless of whether an injury is noted at the time; e.g. when bitten by a young person.

Medication practices, recording and storage were generally found to be satisfactory. However, at lunch it was noted that a young person was given medication, took one tablet then choked on the other and therefore only swallowed one tablet. Later on checking it was found that the member of staff had signed the medication book prior to administering the medication and therefore the dosage given was recorded inaccurately.

Signing for medication prior to administration does not follow the school's medication administration procedures and the management must ensure this does not occur as this means that a true and accurate record of medication administration cannot be verified.

Health plans sampled were found to include information outlined in standard 14.6 of The National Minimum Standards for Residential Special Schools.

Young people were able to confirm that the school was supportive of them having their health needs met and were kind if they felt ill. Any sick pupil was returned home rather than remaining at the school.

As young people only board during each weekday the responsibility for meeting health needs remains mainly with the young person's family and therefore the school takes an advisory and supportive role.

The school has a six weekly menu with the main meal providing one choice of main meal with opportunities for salad and individual options, which could be agreed with the catering service in advance. A nutritionist was reviewing the menus on the first day of inspection and the school intended to work with this person to develop the meals and menus service within the school.

The school development plan stated that the school was working towards gaining recognition that it promotes healthy foods and menus.

The 'Jamie Oliver pack' was being used to assist with this as well as the support of the nutritionist. In addition the school planned to hold a food awareness week from the 12 to the 16 June 2006. The school had also introduced a breakfast club in January 2006 and this was proving to be successful.

The last Environmental Health inspection took place on the 03 February 2006 and the catering manager confirmed that all of the recommendations made during the inspection had been met. All refrigerator and freezer temperatures were taken daily and where any temperature fell outside of the prescribed limits these were double-checked. Other health and safety checks were found to be satisfactory.

The catering manager said that the kitchen equipment was in good order. However, this was noted to be of some age. The school is advised to consider the refurbishment of this area within long term planning for the school.

Kitchen staff were stated to have informal induction which included information regarding child protection from the catering manager. However, the school is recommended to develop this into a formal recorded induction programme. In addition it is recommended that the child protection element of the induction programme be provided by the Child Protection Liaison Officer (CPLO) for all staff.

Pupils who board reported that they liked the meals provided and especially liked the changes to breakfast where they went out and bought breakfast and snack foods each week on a Tuesday. This action resulted from the recommendation from the last CSCI inspection report where food being decanted into smaller containers and used in boarding units ceasing. However, it was noted that this continued for meals taken in the main hall. This should also be ceased.

Some young people reported that the best meal of the day was in the evening. The meals provided on the days of inspection were found to be satisfactory. However, in the evening young people choose foods, such as a jam sandwich and chips as their main evening meal. This does not support the healthy eating project the school is promoting. Comment slips showed that young people's views regarding meals were considered and taken into consideration. No further recommendations are made regarding meals and menus. The school is taking action, as described above, to develop and improve the quality of food provided and to assist pupils in understanding how to develop a healthy eating lifestyle. It is suggested that in six months the school undertakes a review of how successful their actions have been and develop a further action plan to keep up the momentum of this initiative.

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, 7, 10, 26 & 27

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

Safety is given a priority within the operation of the school. Further work is necessary to ensure that health and safety, complaints and monitoring of bullying fully meet the necessary standard.

EVIDENCE:

The school has a policy regarding privacy and confidentiality. This is contained in the school's policy document 'Safe Working Practices and Staff Team Conduct'. Pupils stated that staff respect their privacy and knock on doors before entering bedrooms etc.

Pupils reported that privacy and confidentiality were promoted within the school and staff understood when they were able to keep information confidential and when this was not possible. For example, if a child protection concern arose. Pupils also confirmed that they were able to make and receive private telephone calls.

The school has two complaint procedures, which were not inspected on this occasion. The recommendations made in relation to complaints in the last CSCI inspection report were mostly met. However, complaint records did not always state how a complaint had been resolved, whether it was upheld, or not, and whether the complainant was satisfied with the outcome as recommended in the CSCI inspection report of the 02 November 2005. In addition it would be helpful to send a copy of the information discussed when a verbal complaint is taken by the school in order to verify an accurate record of the person's concerns, confirm what action the school has agreed to take and any timescales for the person to receive a written update/ outcome to their complaint. The school kept records of such conversations but had not provided a complainant with the detail.

Pupils confirmed that they felt able to make complaints. Only one complaint record for pupils was recorded and this was in relation to an incident of bullying. Often pupils said that when they raised concerns these were dealt with immediately and therefore did not need to follow the complaint procedure. Staff confirmed that they had received training in complaint procedures as recommended at the last inspection.

Recommendations made regarding child protection procedures at the last CSCI inspection were met. The procedures complied with guidance within national minimum standards and procedures followed by the school had altered to comply with the recommendations made in the last report.

It was confirmed that all staff attended child protection training, including all ancillary staff. The school is recommended to ensure that all staff receive child protection training from the school's Child Protection Liaison Officer at induction and retraining occurs at regular intervals for all staff.

Pupils reported that they felt safer in the school and said that the level of violence and damage to school property had reduced.

Child protection records were well organised and kept in accordance with the Data Protection Act 1989 in that they were kept within individual files and stored safely. It is suggested that where the child protection assessment team does not put in writing that they will not be taking any action in relation to a referral made by the school that the CPLO confirm this is their understanding in writing to the assessment team.

It is recommended that where child protection concerns are not taken up by the child protection team decisions as to whether any change to supervision, training or disciplinary action should be recorded.

There was evidence that staff and pupils reported bullying incidents. There were different recording systems for pupils and staff. Pupils stated that they considered incidents of bullying had decreased and that staff took any incidents of bullying seriously. There was also evidence that pupil suggestions regarding anti-bullying strategies were actioned; such as one pupil becoming a support for other pupils who wished to discuss bullying with a peer. The Head of Care confirmed that when a young person was bullied or bullied others this was written in their placement plan. This was evidenced in records. One incident of pupil bullying was recorded as a complaint.

Where staff reported bullying a red and yellow card system was in place. Where a red card was issued the school took action. Yellow cards were used to warn pupils of the school's concern. Pupils were able to explain the red/yellow card system and knew when it would be used.

A system of monitoring all reported bullying incidents within the school was not in place. This led to data regarding the number, location and type of bullying incidents at the school being inaccurate. Therefore this information could not inform the school's review of the effectiveness of their anti-bullying strategies and procedures.

A system of notification was in place and there was evidence to suggest that this was used appropriately, such as notifications to placing social workers and referrals to child protection teams.

The school had a behaviour management policy, which was not inspected on this occasion. At the last CSCI inspection the following statement was made in respect of Standard 10- Behaviour Management:

A new recording of significant incidents and discipline policy had been rewritten in April 2005 and September 2005 respectively.

Pupils demonstrated they were aware of the new policy and understood how this worked including how they could gain rewards for positive behaviour and how and when sanctions might be applied.

No pupil commented that they considered inappropriate sanctions were used. Sanction logs were viewed during the inspection. No idiosyncratic punishments were identified.

Records sampled continued to evidence the above statements.

In addition priority had been given to ensuring policies and procedures relating to behaviour management were cross-referenced.

Pupils' behaviours during the inspection were respectful and interested. They enjoyed talking about the improvements they considered the school had made and reflected that they considered the reason the school was a better place to be was due to the decrease in violence and aggression fewer incidents of bullying and consistency of 'rules' staff applied. They also felt that staff treated them with greater respect and listened more to what they had to say. Records showed that fewer incidents of assault had occurred since November 2006 but there was no analysis available from the school to evidence this.

Pupils confirmed that they considered sanctions given, and any restraints undertaken, were in line with the school policies but could not confirm what types of holds staff would use if they needed to be restrained. Staff are advised to talk with pupils about how, and why, they may be restrained.

A review of restraint occurred as recommended. Further training for the whole school regarding the use of restraint had taken place and was planned to occur again later in the year. This training is to occur with all the staff together in order to assist staff in providing consistent and cohesive practice.

At the last CSCI inspection a recommendation was made that a review of terms used by care staff to describe pupils behaviours to them be undertaken to ensure there is a consistency of understanding. This is in the process of being completed and therefore no further recommendations regarding this matter will be made.

The detail within sanctions and restraint records complied with Standard 10.9 of National Minimum Standards. Records were signed as read by the person undertaking monitoring visits on behalf of Surrey County Council on a regular basis.

Staff confirmed there was discussion about how to respond to pupils' behaviours in individual supervision, care staff meetings and whole school team meetings as well as on an informal daily basis. It was also evident that the senior management team had discussions about this as well.

The school has recently appointed a new health and safety officer. This person acknowledged there are shortfalls in the area of health and safety and is currently in the process of reviewing health and safety arrangements. It is also important that the school's health and safety officer attends a health and safety training course.

The school has a health and safety policy statement; however the health and safety 'law' poster could not be located. It is important that this is located and displayed or a new poster obtained. The senior staff verified that this had been taken down when redecorating.

A fire risk assessment format was available; however this had not been filled in. It is important that the school liaise with Surrey County Council Fire and Rescue Service regarding drawing up a comprehensive risk assessment in respect of the school premises.

It was evidenced that the Fire Officer visited the school in January 2006, however the school had not yet received the safety report. It is important that the report is pursued and kept available for inspection.

Testing of fire fighting equipment such as lighting and fire extinguishers occurred in October 2005 and March 2006 respectively.

There was a record of 'false' fire alarms, which were clearly recorded.

In addition to this it is important that the school tests its fire alarm 'formally' for that purpose. It is acknowledged that the fire alarm 'bell' is used several times a day at the change of lessons; however it is paramount that separate alarm tests occur weekly and are recorded. The school fire officer stated that a 'formal' fire evacuation drill occurred about a month ago; however there was no record of this or other formal drills taking place. These must be undertaken on a half term basis and recorded separately.

In acknowledging that the fire officer visited recently it is essential that they seek his advice regarding the wooden panelling on the pupils' bedroom walls. This may present as a fire hazard.

Some of the strip light covers contained insect remains and other debris. It is important that these are cleaned.

An asbestos report dated July 2005 was held.

Current certificates for the testing of gas, mains electricity, portable electrical appliances and the gas boiler were in evidence.

There was a water system/legionella test in April 2006; however the test certificate had not yet been forwarded to the school. It is important that this is pursued.

The school had a wide range of risk assessment available. Most assessments were dated 2004 and were due for review in 2005. However reviews and updates had not yet occurred and it is important that reviewing and updating is commenced as a matter of urgency.

There was also a risk assessment for the school's swimming pool covering areas both inside and outside the pool area. The assessment was dated 2005. Since that date the pool had been closed and had not been in use. The pool has now been refurbished and is now full of water. It was noted and acknowledged that the pool is currently not in use; however life belts are necessary in the pool enclosure to ensure safety. A letter requiring immediate action regarding this matter was sent to the school to following information provided in feedback at the end of the inspection. The school was also advised to contact and seek advice from the Environmental Health Officer regarding the operation and opening of the pool.

Written risk assessments were available on ten of the current children and assessments on the remainder were in progress.

A new recruitment policy and procedure had been implemented using the guidance within recent DfES publications. This was satisfactory. The Bursar also confirmed that they had a more active role in all recruitment, not only collating information for other staff.

A sample of recent recruitment files was inspected and discussions were held regarding the action taken about old recruitment files. These were well organised and easily accessible. Job descriptions for the sample of files checked were not available. It is recommended that these be obtained and kept on each member of staff's file.

The school had taken action to receive any outstanding checks that were missing and were in the process of receiving these. In respect of new staff all the necessary recruitment checks were available on file.

The school is advised to liaise with their personnel department regarding how copies of Criminal Records Certificates are being stored to ensure this complies with the Data Protection Act 1998.

The school is advised to ensure that any member of staff involved in recruitment has undertaken appropriate training and that this training includes information regarding equal opportunities legislation, some staff reported they had not received such training.

Whilst some areas of recruitment need further attention the notice of failure issued against this standard will be withdrawn.

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, 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 achievement is well supported by the operation of the school.

EVIDENCE:

Care staff have an input into pupils' education and learning. The house units have a range of play, activity and learning materials. The school is about to reintroduce 'homework' and staff stated they would assist children in this area. . It would be helpful for pupils to have a specific educational goal/ aim, such as improvement of their reading ability, which care staff could assist pupils with outside of school hours. It would be beneficial to write this into their care plan.

Staff help pupils regarding social skills learning and associated activities. There is ample space in the house units for homework and learning pursuits. The introduction of residential educational breaks, links with local community projects and involvement in the development of the school are all examples of how the school is supporting pupils in this area. Pupils stated that staff help them in such areas.

Within this report there is detail of a number of social activities, which the school is promoting and developing. Pupils reported positively about the activities provided, especially commenting that they enjoyed the physical activities provided by the school, such as football, rock climbing trips and canoeing/ sailing. In addition the school is organising nationally recognised courses, such as the Duke of Edinburgh Award to be available at the school.

There was also evidence that pupils were consulted about the types and range of activities the school provide and were encouraged to make suggestions about activities they wished to take part in.

All pupils are allocated key workers who's main areas of responsibility include: advocacy, contacts, 'one to one', preparing care and placement plans, liaison with relevant parties, extra learning, and preparing behaviour and social skills systems. Key workers reports and summaries were in evidence.

It was noted that the speech and language therapy services are returning to the school, having previously withdrawn from attending the school.

A 'CAMHS' (Children and Adolescent Mental Health worker) was also due to commence duties at the school after the half term holiday and will be undertaking work with pupils and staff. These services are in addition to the partnership social workers who work as part of the school team and other individual support workers who provide services to meet the needs of individual pupils.

Children stated in discussion that they were well supported by their key workers and other staff.

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 **excellent**. This judgement has been made using available evidence including a visit to the service.

The school has established good formal and informal systems for pupils to make positive contributions to all aspects of the school operation.

EVIDENCE:

Details of pupils' contact with parents and/or significant others were recorded in the sample of pupils' files inspected for case tracking purposes. In addition there was recorded evidence of staff enquiring with pupils on their return to school as to 'how' weekend visits etc went. Partnership social workers are involved in supporting parents and carers. This is a growing area of practice. In addition when there are parents' evenings and social events at the school the Head teacher confirmed that transport to assist parents in attending was provided. The Head Teacher also confirmed that parents were encouraged to visit the school prior to their child attending to assist in developing positive home and school links.

Pupils were consulted via regular house meetings and short meetings are also held after lunchtime. It was evidenced that these meetings are mostly positive re-enforcement sessions where children are publicly commended for work, good behaviour and achievements. It was observed that children are very attentive during the meetings and congratulate and applaud each other for individual effort.

The school also has a suggestions procedure. It was evidenced that children use this procedure regarding a range of topics.

There is a pupil comments book and comments from community and neighbours book. The sample of entries inspected in the latter book were positive and complementary and noted the improvements at the school during the last year.

There is a school council and minutes of meetings from the school council and house meeting minutes were evidenced.

Pupils stated that their views and opinions are listened to and they can approach their key worker or other staff at any time if they wanted to consult/discuss matters. All pupils stated that their views and opinions were important and valued by the school. They could give examples of how the school had changed because of pupils' views, such as changes to activities, development projects for the premises and meals provided.

Staff relationships with pupils were found to be a very positive aspect of the school operation. Pupils spoke enthusiastically about how staff supported them and the relationships they had with staff. During discussions pupils used comments such as 'fair', 'do what they say they will do, speak to you properly' and 'are interested in what you have to say'. No pupil reported that they were unhappy or concerned by any member of staff's behaviour.

In past CSCI inspection reports concern has been raised regarding how the care and teaching staff worked together to provide consistent support. At this inspection there were many examples of good inter departmental working, such as concern as to why a young person did not achieve their points relating to their personal behaviour targets in lessons. However, the main emphasis observed and discussed throughout the inspection focused on pupil's achievements in relation to their individual behaviour targets and again there was a consistent approach to this from care and educational staff.

The deployment of staff throughout the two days was satisfactory and the use on the intercom system to assist in redeployment when necessary facilitated the running of the school day.

Placement plans were available in the sample of pupils' individual files inspected for case tracking purposes. The content of the plans included: routines, risks, community boundaries, health/medical, diet, education and activities. There were also profile assessments, behaviour system records and evidence of key worker reports. The plans were reviewed and updated in spring 06.

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 **adequate**. This judgement has been made using available evidence including a visit to the service.

The accommodation is adequate. Efforts are made to provide a homely and comfortable environment.

EVIDENCE:

The three boarding houses were inspected. The standard of decoration and furnishing in the boarding houses was broadly similar and presented to a reasonable/good standard. There were adequate communal and private space areas and children's bedrooms had been personalised to varying degrees by their occupants. Kitchenettes in the boarding houses were in the process of being totally refitted.

Changes to the school environment continued to bring improvements, such as the all weather games surface being completed, the swimming pool area being refurbished and repaired, entry door systems being fitted around the school to increase security and provide structured areas of entry during the school day and a new and pleasant entrance being completed. In addition the school continued to be repainted and decorated.

New shower curtains and panelling has been fitted to some of the shower and toilet areas and therefore affords more privacy for the pupils in these facilities. There are also plans in place to completely refurbish the existing bathrooms. The notification to the local authority in place regarding insufficient privacy in bathrooms will be removed. Should the refurbishment of these areas not be completed this will be re-evaluated by the CSCI. Staff and pupils clearly make every effort to provide a homely and comfortable environment.

Cleanliness and hygiene were of a good standard. However, the current boarding accommodation is old, somewhat institutional in appearance and not fully consistent with the school's new ethos. Some children stated in discussion that their living accommodation was "old and out of date".

As recommended at the last CSCI inspection in November 2005 the school's management team have been in contact with Surrey County Council regarding the development of purpose built boarding provision. The CSCI consider it would be sound and professional practice for the school to totally review the boarding arrangements in order that the accommodation complements the much-improved management and practice standards evidenced at this inspection. The CSCI continue to be of the opinion that the development of purpose built boarding accommodation would benefit the school.

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, 18, 28, 29, 30, 32 and 33

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

The management of school is proactive and adheres to its mission statement of 'engage, enlighten and inspire'. Further work is necessary to ensure that all records are reviewed in accordance with national minimum standards and that staffing policies and procedures relate to all staff working at the school.

EVIDENCE:

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

Pupils confirmed that they received written information about the school, which they could refer to if they wished but generally did not.

Pupils' case files contained the details set out in standard 18.2 of the national minimum standards. Entries contained the signatures of staff and the Head of Care confirmed that records were read by senior staff in the care team to ensure the contents were written in a satisfactory manner.

There were adequate numbers of staff on duty both the school day and after school to meet the needs of pupils. For example during the evening there was generally one member of staff to two pupils.

Generally many of the care staff had worked for some years at the school and no agency staff were employed. Where staff vacancies/ sickness occurred staff from other role, such as teachers and classroom assistants, completed care staff shifts. The Head of Care described how she would make changes to the fixed weekly staff rota depending on any particular need of an individual pupil or group.

Risk assessments for off site visits were in place and these took into account the number of staff required to meet the individual and group needs for supervision and support.

There is a training and induction programme for all members of staff. This was inspected at the last CSCI inspection of the 02 November 2005. The following evidence was found:

"Staff training plans had been developed, however these should be individualised as identified in standard 29.5. Arrangements had been made for the supervision of the head of care and this now included supervision with the head teacher and external supervision from Surrey County Council's children's services. Staff appraisals had not been completed for all staff, but arrangements were in place for this to occur in the next few months. Therefore no further recommendation is made."

Further evidence at this inspection was that the actions had taken place to individualise training plans, peer supervision for the Head of Care had been initiated with a Head of Care from another Surrey County Council School and 'Head of Care meetings' had commenced; the latter being open to any Head of Care who works in a residential special school within Surrey. However, there was not evidence that catering staff received formal, recorded induction. Therefore the management must check that there are recorded induction programmes available for all types of employees who work at the school.

The Head of Care is to be part of the school's leadership team as from September 2006.

Care staff confirmed that they continued to receive regular supervision. Staff also stated they continued to attend courses and were supported and encouraged to do so. This was evidenced in records where logs of future training and recent training were noted, such as whole school behaviour management updates.

Some staff stated that they considered they could not always attend longer courses due to their work commitments during term time. This did not affect the number of courses attended and therefore does not affect the rating. However, the school management may like to discuss this issue with staff to consider the matter further.

The Head of Care prepared a detailed file of evidence for the inspection, which contained information, for example, on how the school met the national minimum standards, and how the recommendations made at the last inspection had been actioned. This document together with the school development plan provided good information about how the school monitored and developed its practice in relation to welfare throughout the year. Action to cross reference policies and procedures was being taken but was not completed. As this is in development no further recommendation will be made concerning this matter. This record evidenced that senior staff continued to monitor and develop the standard of record keeping by care staff to ensure detail was factual.

It would be beneficial to further use the data collected to evidence how the school meets standards and monitors and reviews its practice. For example, data regarding assaults over the past six months would evidence an improvement in pupil behaviour and assist in identifying where this might be improved further, such as the detection of a particular time of incidents, location etc.

At the last CSCI inspection in November 2005 Standard 19 was reported as being graded as having major shortfalls. This was an error and should have been graded 2- minor shortfalls. It was agreed with the school that this would be rectified within this inspection report. The following paragraph was written regarding monitoring of the service in the last CSCI inspection report:

"Monitoring of the school by both the Governors and the Local Authority Children's Services team were developing and showed significant improvement. However, the CSCI is concerned that considering the serious recommendation regarding recruitment made at the last inspection, no action was taken by the school and this was not identified and followed up by those responsible for monitoring the school. Therefore a further recommendation is made that those responsible for monitoring the school ensure that all elements of the National Minimum Standards for Residential Special Schools are covered by monitoring systems to ensure that these standards and any recommendations made are met. Please also refer to comments made regarding a specialist mental health worker being recruited to the staff team made in the Enjoying and Achieving section of this report."

As already reported no monitoring of recruitment records has occurred by the school management team. Therefore this recommendation remains unmet. A plan of how all elements of the school practice as listed in Standard 32.2 of the national minimum standards will be monitored by the school must be submitted to the CSCI.

A member of Surrey County Council staff attends the school twice termly and submits a report of their findings to the school. As already confirmed some of the school's systems, such as restraint logs are monitored at such visits as agreed with Surrey County Council. Staff commented favourably about these visits saying they had proved useful and informative.

The secondment of an additional deputy head teacher to the school continued after January 2006 as recommended at the last CSCI inspection. It concluded in March 2006 when the school considered there was a more stable situation at the school.

As at the last CSCI inspection pupils cited the Head Teacher as a main reason for improvements at the school and all staff continued to be positive about the leadership and support they receive from both the Head Teacher and Head of Care. Considering the level of concern that has been recorded regarding the operation of the school the Head Teacher and Head of Care are commended for their ability to implement the school's mission statement which is to "engage, enlighten and inspire". The level of positive change at the school is well evidenced, such as improvements in pupil's behaviour. This with the obvious commitment to the school from the management, staff and pupils suggests that sustained change is likely. It is for these reasons that this outcome section has been graded overall as good.

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	2

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	4
11	X
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	3
24	3
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	2
28	3
29	2
30	3
31	3
32	2
33	2

Yes

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	RS4	<p>All complaint records must detail what the outcome was to the complaint, what action had been taken by the school, and whether this was feedback to the complainant.</p> <p><u>This recommendation is brought forward from the CSCI inspection report of the 02/11/05 and was given a timescale for completion of the 31/01/06</u></p>	01/08/06
2	RS5	The child protection element of all staffs' induction programmes are provided by the school's Child Protection Liaison Officer (CPLO). Timescales by when all staff will receive training regarding child protection must be decided and implemented as part of the school's child protection procedures.	01/09/06
3	RS5	Where the child protection assessment team does not put in writing that they will not be taking any action in relation to a child protection referral made by the school the CPLO for the school must confirm this is their understanding in writing to the assessment team.	01/08/06

4	RS5	Where child protection concerns are not taken up by the child protection team decisions as to whether staff practice warrants changes to supervision, training or disciplinary action should be recorded.	01/08/06
5	RS4	A copy of the information discussed when a verbal complaint is taken by the school is supplied to the complainant as detailed in the body of the inspection report .	01/08/06
6	RS14	Staff must complete accident forms regardless of whether an injury is noted at the time.	01/08/06
7	RS14	The management take action to ensure staff follow the school's medication policy and procedures at all times to ensure true and accurate medication administration records are available.	01/08/06
8	RS15	A six monthly review of how successful the school's healthy eating project has been should be undertaken.	01/12/06
9	RS15	Decanting food, such as spreads and jams, into smaller containers should cease.	01/08/06
10	RS26	Action must be taken to ensure adequate health and safety procedures are in place at the school. Issues listed in the body of the inspection report are given rectified.	01/08/06
11	RS26	Life belts are placed in the enclosed swimming pool area.	25/06/06
12	RS27	Ensure job descriptions are available on each member of staff's file.	01/09/06
13	RS27	The management are advised to liaise with their personnel department regarding how copies of Criminal Records Certificates are being stored to ensure this complies with the Data Protection Act 1998.	01/09/06
14	RS27	The management are advised to ensure that any member of staff involved in recruitment has undertaken training regarding equal opportunities/ diversity.	01/09/06

15	RS29	The management must ensure all staff working at the school receive formal recorded induction.	01/09/06
16	RS32	The management are advised to further develop the use of any data collected to evidence how the school meets standards, monitors and reviews its practice and ensures pupils safety is promoted.	01/09/06
17	RS32	A plan of how all elements of the school practice as listed in Standard 32.2 of the national minimum standards will be monitored by the school is submitted to the CSCI.	01/09/06

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