



Champions for
Social Care
Improvement

inspection report

Residential Special School (not registered as
a Children's Home)

Grafham Grange School

Grafham
Nr Bramley
Guildford
Surrey
GU5 0LH

2nd March 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Grafham Grange School

Address

Grafham,
Bramley,
Guildford,
Surrey, GU5 0LH

Tel No:

01483 892214

Fax No:

01483 894297

Email Address:

schooloffice@grafham-grange.co.uk

Name of Governing body, Person or Authority responsible for the school

Grafham Grange Special Educational Trust Limited

Name of Head

Mr Richard Norman

NCSC Classification

Residential Special School

Type of school

EBD

Date of last boarding welfare inspection:

24/03/03

Date of Inspection Visit		2nd March 2004	ID Code
Time of Inspection Visit		0845 am	
Name of NCSC Inspector	1	Mr A Connor	075632
Name of NCSC Inspector	2	Mrs D. Buchanan	
Name of NCSC Inspector	3	Mr S Sullivan	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		NA	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		NA	
Name of Establishment Representative at the time of inspection		Mr R Norman Head Teacher and Mr A. Tomlinson Head of Social Work.	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Grafham Grange School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Grafham Grange School is a non-maintained residential special school for up to 40 boys between the ages of 10 and 16 years with emotional and behavioural difficulties. The school is administered by the Grafham Grange Special Educational Trust which employs all the staff, while the building is leased from the London Borough of Lewisham.

Pupils come from London and the Home Counties, and must have a family or established family substitute to whom they can return for weekends and school holidays. Pupils attending the school have complex and challenging needs. Many will have experienced breakdowns of previous educational placements and have had periods out of full time education, prior to attending Grafham Grange.

Boarding provision is organised into five living units, four for the younger pupils at the main school and the fifth located at the nearby Woodyer House site. Woodyer House is for year 11 pupils, and has a focus on preparation for leaving school and the development of independent living skills.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

At the time of this Inspection the welfare of all pupils was of a good standard.

There were many instances throughout the Inspection that gave evidence that all staff working in Grafham Grange see their primary task as one of creating an environment that is warm, supportive, stimulating and safe.

At the time of the Inspection the entire staff group appeared to work together as one team who were meeting the needs of the Children in an enabling and realistic manner.

Care Plans and all records relating to Children were well written and contained information that was both informative and professional, clearly identifying the needs of all boarders.

It was also pleasing to note that since the last Inspection a comprehensive review had been undertaken of a number of policies and procedures.

The Inspectors wish to thank all pupils and staff for their positive and helpful input during the Inspectors time in the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Management of the school will need to re-visit the issue of pupils being allowed to smoke on the school premises. The Inspectors were concerned about the obvious health implications and felt that a review should be undertaken of how they can assist pupils to embark on a health awareness programme.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Apart from the comments above the school was found to be meeting the needs of all pupils in a manner that appeared to be having a positive impact on their lives.

Staff on duty during the Inspection responded well to the Inspection process and were seen to be working together in a manner that was warm, friendly and professional.

All of the pupils spoken with made positive comment about their relationships with the staff group saying that staff cared for them with the minimum of restrictions being imposed on their daily lives.

Observations of staff and pupil relationships were positive as staff were working alongside pupils in a manner that was energetic, helpful and professional.

Statutory records that were reviewed were in order, and it was pleasing to note that the care plans in place for each individual child were of a good quality.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

NA

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	
NA	NA	NA	NA

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	26	Staff should actively encourage the cessation of smoking within the pupil group.	31/05/04
2	26	Please ensure that the heating in all areas used by boarders is adequately maintained	04/03/04

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	10	It is recommended that a review be undertaken of the recording of all incidents, sanctions etc. This is to ensure that all recording entered by staff is up to date accurate and relevant.
2	10	It is recommended that any sanction that is a result of issues create during the formal school day, should not be carried over to the residential setting.

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Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NA

Date of Inspection	03/03/04
Time of Inspection	0845
Duration Of Inspection (hrs.)	46
Number of Inspector Days spent on site	3.5

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

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"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	4
<p>There is a Statement of Purpose for the school; this statement clearly describes what the school sets out to do for pupils, including the aims and objectives of the school and how these are to be achieved.</p> <p>In addition, there is written information for parents and for new pupils, both of which provide helpful practical information about the school presented in clear, accessible language.</p> <p>The Inspectors noted that all information contain in this document is subject to an annual review by the schools governing body.</p>		

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

4

Pupils and staff told the Inspectors that they are able to consult with individual key workers on any problem or issue that may be affecting them.

All parents are kept fully informed about individual pupils progress or changing needs and are able to speak to staff at any time about any issue that may be affecting their child.

The School Council has now been re-established, following the election of new pupil representatives and the appointment of a new staff member to facilitate meetings.

Minutes of the council minutes were viewed by the Inspector who commends the pupils and staff for the positive input into these meetings.

Currently the school is undertaking the engagement of an Independent visitor.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence

Standard met?

3

All staff working within the school recognise a pupil's right to privacy. Children and staff who spoke with the Inspectors were very clear that any issues that were private to a pupil alone would not be divulged publicly.

However they were aware that other significant persons such as parents and key members of staff would have to be informed of any issue that would affect any pupils well being or safety.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?****3**

All of the pupils spoken with appeared to have some knowledge about “how to complain,” they said that staff regularly remind them about these procedures at the school had explained this to them.

However at the time of the Inspection they said that they thought that there “was nothing to complain about.”

One child told the Inspectors that he would tell his mum and his social worker if he was worried or if he felt that staff were not listening to him.

At the time of the Inspection the Inspectors were not aware nor were they made aware of any outstanding complaints to or about the school.

Number of complaints about care at the school recorded over last 12 months:

Number of above complaints substantiated:

Number of complaints received by NCSC about the school over last 12 months:

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

4

Grafham Grange School has published a Child Protection procedure, and copies of the Surrey Child Protection Committee "Manual of Child Protection Procedures."

All staff spoken with had a clear understanding of these procedures and were aware of all issues of confidentiality in this area.

Pupils appeared to have some awareness of child protection issues as staff throughout the school had discussed a variety of issues with them such as "good and bad" touching and "stranger danger".

Child Protection training for all staff including the school governing body is held at the start of the academic year.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

X

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

4

Grafham Grange has a written anti-bullying policy, which is robustly enforced. It was noted by the Inspectors that these policies are subject to a system of continual reviewing by the senior management team.

In their discussion with pupils two pupils raised bullying as a concern, however following further discussion it became clear that the “bullying” experienced was no more than a squabble between two boys

The atmosphere in the school at the time of the inspection was friendly and open, with little indication of threatening/bullying relationships between any of the pupils.

Percentage of pupils reporting never or hardly ever being bullied

98 %

Standard 7 (7.1 - 7.7)

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.

Key Findings and Evidence**Standard met?**

3

The Grafham Grange guidance on the reporting of significant incidents is made available to all staff. This guidance clearly sets out the role and responsibility of each member of staff in the reporting process. Staff spoken with during the Inspection were able to identify what would constitute a serious incident and how they would respond it.

At the time of the Inspection there was no information given to the Inspectors to suggest that the school had failed to report any significant incident to the appropriate person or authority.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- conduct by member of staff indicating unsuitability to work with children
- serious harm to a child
- serious illness or accident of a child
- serious incident requiring police to be called

X

X

X

X

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>The school had a missing child procedure Staff provided inspectors with accurate detail relating this procedure. They also demonstrated an understanding of how to risk assess any potential situation which meant that a pupil may be at risk of going missing.</p> <p>Staff demonstrated a good understanding of the importance of building security in relation to keeping children and young people safe.</p> <p>There were at the time of the Inspection no record of a pupil going missing from the school in for a significant period of time.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
<p>Inspectors observed good relationships and interactions between care staff and pupils, and considered that relationships between staff and pupils continue to be a strength of the school.</p> <p>There is an expectation that all staff working at Grafham Grange will relate to children in a manner that values the child as an individual by maintaining their dignity, self-esteem and personal boundaries.</p> <p>During the inspection staff were observed working along side of the pupils in an open and friendly manner, which did not compromise professional boundaries.</p> <p>Pupils spoken with commented that they were treated well by all staff and that they were aware that boundaries have to be in place to ensure that they are able to be cared for in a manner that will ensure that they are kept safe.</p>		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence	Standard met?	3
<p>The school has a list of sanctions that are available to staff these include verbal reprimands or withdrawal from an activity.</p> <p>Pupils who were able confirmed that they felt sanctions applied by staff were reasonable and fair.</p> <p>However the staff group felt that they responded to positive behaviour regularly and that pupils were, through positive reinforcement encouraged to act in a socially acceptable manner.</p> <p>The Inspectors felt that the record of sanctions needs to be the subject of a training day to address how staff should accurately record any sanction imposed. This was due to some entries giving the reader a false impression of the issues etc that may have led to a sanction. There was also some concern that sanctions imposed during the school day were being carried over into the Residential setting. The Inspectors felt that this was not good practice and should cease. However they did recognise that other issues such as health and safety may be cause for sanctions to be carried over.</p>		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

4

Grafham Granges' admission procedures are a strength of the school.

These procedures which include whenever possible a visit to the pupils home, in an effort to establish an appropriate and professional relationship with the prospective pupil and his primary carers.

These home visits are used to discuss the pupil's welfare needs.

A number of pre-admission assessments are undertaken which will identify how these needs may be met. Assessments are undertaken in partnership with the child, the parents and a variety of other professionals such as psychologists and therapists.

The management of the school ensure that the criteria for admission to the school is strictly adhered to.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

4

At the time of the Inspection staff of all disciplines were noted to be communicating with each other in a professional manner.

Staff working in the boarding units were seen to be supportive of individual pupils educational needs as they were working alongside some of the pupils whilst they were doing some informal homework.

At the start of the day care staff ensured that all pupils were appropriately dressed and equipped for the commencement of school.

It was noteworthy that during this time all Pupils appeared relaxed and happy to be at the school.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

4

The school provided a wide range of activities for pupils to be involved in during the evenings.

During the evening of the inspection there were a variety of leisure pursuits being undertaken such as listening to music, watching television and appropriate computer type games.

Pupils are also encouraged attended various clubs within the community and also attended facilities such as the Army Cadets and swimming pool. All of these activities are fully supervised by staff.

The school does not allow adult videos to be shown and vetted any videos that were brought in to check they were suitable for the pupils.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

3

The health care needs of all boarders are recorded in their personal files and staff support the pupil and their parents or carers in ensuring that individual appointments at the local hospital, opticians or dentist. (Please refer to standard 26 of this report)

Please see the separate NCSC Pharmacists report.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?****4**

The Inspectors felt that the pupils at Grafham Grange School enjoy a good standard of catering.

On the day of the Inspection it was noted that there was a variety of food on offer, which appeared to meet, all of the pupils individual likes and dislikes.

The mealtime was a relaxed affair where all of the kitchen staff were seen to be relating to the pupils and colleagues in a friendly and open manner.

A number of pupils told the Inspector that the food was always "good" and that they never feel hungry.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?****3**

Pupils were noted to be wearing clothes of their own choice at the end of the school day. It was also noted that they were in possession of a number of personal requisites such as soap and toothpaste.

Pocket money is held in safe keeping by staff, however the pupils who were able told the Inspectors that they are not prevented in spending this money in any way, they said that staff often advised them to spend money wisely.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

4

Since the last Inspection the Inspectors noted that the pupils individual care plans had become a strength of the school, as there was a clear improvement in the individual care planning process for each pupil placed at Grafham Grange.

The placement plans viewed by the Inspectors were of a good standard, having been prepared by a staff group who appeared to be very aware of each pupil's Educational, Social and Emotional needs.

Some of the younger pupils were unsure if they had seen these plans.

However it was generally felt that the majority of Pupils spoken with were aware of their individual plan and had taken an active part in ensuring that the contents adequately reflected their current and future needs.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

All the necessary information about pupils is maintained within the school. Each young person has a comprehensive and well organised file with sections including planning and review documentation, general correspondence, key working records, incident reports, school reports, and contact records.

Information in files was found to be relevant and up-to-date.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The school has good administrative systems and general school records were found to be well maintained and securely stored

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

4

Contact with parents is seen as paramount to the well-being of the Pupils, and is a strength of the school.

On the day of the Inspection a number of pupils were seen to be enjoying telephone conversations with their parents. Pupils also told the Inspectors that their parents could visit them in school at any reasonable time.

This was evident at the time of the Inspection when a parent arrived at the school to take her son to the local Army Cadet unit.

Supervised contact when necessary is carried out within the school following consultation with the pupils Local Authority.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

3

At inspection, staff told the Inspectors that any pupil that was 'looked after' by the local authority. In these situations, the school works with relevant external professionals to develop and implement appropriate plans to support them in moving on. Pupils files viewed by the Inspectors confirmed this as there were a number of active programmes being prepared and implemented for pupils boarding in Woodyear House.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

4

Every Pupil is seen as an Individual, this was clearly identified on each pupil's files. Individual needs are met by way of each pupil being allocated a Key Worker, who has a responsibility towards enabling the pupil to have their social, physical and emotional needs met whilst resident within the school. A variety of other professionals are also made available for each pupil including the use of other allied professionals such as Art Therapists, Educational Psychologists and Special Needs Advisors. Pupils and their families also have access to counselling services through the school. Pupil support was seen as a strength of the school as they and their primary carers are able, through the schools outreach work, to access services that have been assessed as appropriate. These assessments are needs led.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence

Standard met?

4

The management of the school are to be commended for the recent commencement and planning of and for the refurbishments, which have been undertaken. There have been a number of projects undertaken by the school including the refurbishment of dormitories and common rooms.

The boarding house staff are also to be commended for the child friendly and homely environment that they have created within the boarding area.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence

Standard met?

4

The accommodation made available to boarding pupils has since the last Inspection been much improved, and the Inspectors were made aware that the school has clear plans for these areas to be further improved. These plans include the refurbishment of other dormitories and the replacement of a number of carpets throughout the boarding area. Pupils told the Inspector that they enjoyed living in the boarding area, which they were able to use as their own.

On the day of the Inspection it was noted that the schools domestic staff were being extremely thorough in ensuring that all areas of the school were clean and hygienic.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

4

There are sufficient bathrooms, showers and toilets to meet the needs of all children who board at Grafham Grange. All of these areas can be secured from the inside to ensure that pupils are not subjected to any unnecessary intrusion.

Pupils who were able told the Inspectors that staff do respect their right to privacy whenever they use these facilities. This was observed during the Inspection.

The Inspectors felt that the bathrooms and showers had been much improved since the last Inspection.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

2

The school has a number of policies and procedures that discuss a variety of health and safety issues. On the day of the Inspection Fire Safety Records were viewed, these documents identified a robust programme of fire drills and safety checks. Other Health and Safety documents seen by the Inspectors included contracts with the Gas and Electricity suppliers.

However the school must look at all aspects of pupils smoking habits, as the Inspectors are concerned about the long-term health affects this will or could have.

Management is also asked to monitor the heating in the Akita dormitory areas, at the time of the Inspection they felt quite cold, a number of pupils commented "they always felt cold at night."

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

4

On the day of the Inspection the records viewed by the Inspectors were in their opinion being well maintained and organised.

The Chief Executive is to be commended for the efficient manner in which the staff files are now administered. At the time of the Inspection these files fully met with the requirements of the National Minimum Standards.

The staff who have left since the last Inspection did so as a result of promotion to management positions in other establishments or to further their career and training in other settings

Total number of care staff:

19

Number of care staff who left in last 12 months:

5

Standard 28 (28.1 - 28.13) The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.		
Key Findings and Evidence	Standard met?	3
<p>At the time of the Inspection staff numbers on duty met with the National Minimum Standards. A review of the current and past staffing rotas suggested that these levels are maintained on a continual basis.</p>		

Standard 29 (29.1 - 29.6) Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.		
Key Findings and Evidence	Standard met?	4
<p>All new staff commencing employment in the school undergo a programme of induction. This is followed by a number of in house training sessions including child protection procedures and control and restraint procedures.</p> <p>Management of this school sees training as a high priority.</p> <p>The Inspectors spoke with a number of staff who had been employed for less than 6 months, who spoke highly of the supervision and support they were receiving from managers. They said that they found this helpful and that levels of training met their induction needs.</p> <p>Records viewed and discussion with a number of staff identified a number of training events that had been offered and undertaken including child protection and restraint.</p>		

Standard 30 (30.1 - 30.13) All staff, including domestic staff and the Head of the school, are properly accountable and supported.		
Key Findings and Evidence	Standard met?	3
<p>Each member of staff had a full understanding of their role and responsibilities, as described in individual job descriptions.</p> <p>All staff are issued with a staff policy document that contains a number of policies and procedures that they need to be aware of. These procedures include sanctions, control and restraint, child protection etc.</p> <p>Staff told the Inspector that they felt very comfortable with the current management group, as they were well supported.</p> <p>Records viewed verified that all staff attended a formal supervision session with a member of the senior management team.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

4

The management team which the Inspectors felt were a strength of the school consists of the Head Teacher, the Deputy Head Teacher the Head of Social Work who between them have many years experience in Residential work with young people.

It was noted by the Inspectors that the recent restructuring of the senior management team to include Principal Residential Social Workers has greatly improved the communication and relationships within the Management and the wider staff team.

This management team meets on a regular basis and it was noted by the Inspectors that at the time of the Inspection communication within this team was of a good standard.

A senior and experienced member of staff is responsible for the leadership of each shift.

This staff member in consultation with senior management and staff on duty ensures that the staffing compliment on duty can meet the needs of all pupils.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

8 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?**

3

Members of the senior management team and school governors have individual responsibility for monitoring certain key records within the school. The Board of Governors has established a residential care and social work sub group with particular responsibility for overseeing the residential provision at the school and undertaking the half termly monitoring visits.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

3

Regular monitoring of the school is now undertaken and reported on by a member of the schools Governing body.
Records viewed suggested that these visits are robust in nature and any identified issues are acted upon swiftly.
It was also noted that members of the Governing body regularly visit the school on an informal and formal basis.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** _____ **Signature** _____**Date** _____**Inspector** _____ **Signature** _____**Date** _____

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

NO

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD’S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of _____
confirm that the contents of this report are a fair and accurate representation
of the facts relating to the inspection conducted on the above date(s) and that
I agree with the recommended actions made and will seek to comply with
these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I _____ of _____
am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.