



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Grafham Grange School

**Grafham
Nr Bramley
Guildford
Surrey
GU5 0LH**

Lead Inspector
Kerry Fell

Key Unannounced Inspection
21st September 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	Grafham Grange School
Address	Grafham Nr Bramley Guildford Surrey GU5 0LH
Telephone number	01483 892214
Fax number	01483 894297
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Grafham Grange Special Educational Trust Limited
Name of Head	Mr Richard Norman
Name of Head of Care	Mr Alan Tomlinson
Age range of residential pupils	10-18 years
Date of last welfare inspection	14/12/05

Brief Description of the School:

Grafham Grange is a non-maintained residential special school for up to 40 boys aged from 10 to 16 years with emotional and behavioural difficulties. The Grafham Grange Special Educational Trust administers the School.

Pupils board during the school week, arriving on a Monday morning and leaving on Friday afternoon.

All young people 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.

Boarding provision is organised into five living units, four for younger pupils at the main School and the fifth for year 11 pupils located at the nearby Woodyer House site.

SUMMARY

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

This was the key inspection for the inspection year 2006-2007. The inspection was undertaken by Mrs Kerry Fell and took 20 hours 30 minutes, completed over two days.

The inspector reviewed a range of records including policies and procedures, pupil's records and child protection logs, incident logs and personnel files. The inspector took lunch and tea with the pupils, and observed evening activities, and a range of meetings. The inspector stayed completing observations and meeting with the pupils until bedtime on the first evening.

The inspector met with the Chief Executive, the Chairman of the Board of Directors and a Director of the Board, the Head teacher, the Head of Social Work Services, staff, and pupils.

What the school does well:

The school promotes pupil's health and care needs and is commended for the proactive stance taken to promote smoking cessation. All pupils were able to access therapeutic services from the three therapists employed by the school, and sessions are arranged on a referral basis. Pupils were observed to have positive relationships with the school nurse and found them approachable and supportive.

The pupils spoke highly of the Chef and the quality of the food and menus. Pupils were clear that the Chef always asked their opinions about the meals and menus. Where pupils had specific dietary requirements the pupils confirmed that the Chef worked closely with them to meet their specific needs.

The policies and practice of the school with regard to privacy and confidentiality, complaints, child protection, anti-bullying, the absence of a pupil, behaviour management, health and safety and recruitment are proactive about safeguarding pupils. The safeguarding procedure for recruitment exceeds the National Minimum Standards. Pupils were confident about being able to raise concerns with members of staff and that these would be responded to.

The school's CPLO was confident in the prompt referral and management of allegations or disclosures, and other professionals commended the clear proactive response taken by the school in a meeting outside of the school.

Pupils met during the inspection stated that they were confident that if they raised concerns about being bullied that positive steps would be taken to counter it.

Pupils confirmed that staff would speak with them about incidents that resulted in the young person being restrained. Pupils also stated that they were not concerned about the manner in which they were restrained.

The school had introduced a safeguarding procedure for the recruitment of staff that had been developed in line with guidance from the DfES and the National Minimum Standards for Residential Special Schools. The new recruitment procedure was a staged process, and the school had developed spreadsheets of ongoing applications and of existing personnel files, which acted as a clear audit of the recruitment process. The school is commended for their approach to recruitment and the introduction of the safeguarding procedure for recruitment.

The school actively supports educational progress and individual support.

Boarding accommodation meets the needs of the pupils.

What has improved since the last inspection?

Recommendations made at the last inspection had been met.

The handling of medicines in school policy had been updated to include the statement that controlled drugs need to be signed out of the controlled drugs register. The inspector also observed evidence that risk assessments for pupils who self medicate had been updated and individualised to each pupil.

The behaviour management policy had been reviewed since the last inspection and included an updated procedure for the restraint of pupils in year 11 and above.

The final stage of the refurbishment has improved the standard of the environment and the level of privacy.

What they could do better:

The school must review the use of care planning documents to ensure that these documents are of a consistent quality and level of detail, so that the files better evidence how the pupil's needs are being met at the school. Goal setting must also be reviewed to ensure that goals are specific, achievable, and are kept under regular review or updated as progress is made.

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

The school promotes pupil's health and care needs.

EVIDENCE:

The inspector met with the school nurse during the inspection. The school had introduced a formal controlled drug register following the recommendations made at the last inspection. The handling of medicines in school policy had been updated to include the statement that controlled drugs need to be signed out of the controlled drugs register. Staff had also received updated training from "Opus" in the management and administration of medication.

The school would be advised to consider expanding the policy further and detail how the medication should be recorded within the controlled drugs book.

The inspector also observed evidence that risk assessments for pupils who self medicate had been updated and individualised to each pupil.

The nurse had updated the health questionnaire to ensure that more detailed medical history and the school knew medical needs. These were observed during the inspection. These questionnaires included written consent for the school to offer health care intervention where necessary. The nurse advised the inspector that this had been updated further to include the separate consent for the use of homely remedies form within one document.

The inspector was advised that following the training by Opus the nurse had also introduced an audit system for the homely remedies held at the school.

The school nurse confirmed that positive links continued to be in place with the local dentist and the local GP, and how these were fostered and promoted. Pupils were escorted to appointments by the nurse wherever possible, and were able to attend the consultation without a member of staff present in the room.

The school had introduced a programme for the management of smoking and smoking cessation, and the nurse had just completed a diploma in auricular therapy to assist with the smoking cessation. Each pupil who is known to smoke, and had smoking consent would be registered on the smoking cessation programme. The inspector was further advised that the GP was going to work closely with the school nurse to promote and develop this programme. Smoking cessation posters were displayed throughout the school and boarding units. The school is commended for the proactive stance taken to promote smoking cessation.

Discussion also took place about the promotion of drug awareness and sexual health. Systems were in place within the school to support and educate the pupils in these areas. The school nurse was currently looking into the introduction of a policy with regard to the promotion of sexual health awareness.

The school took a strong stance on the use of illegal drugs and had a clear policy about the management of this. Posters were observed throughout the school advertising help lines and guidance that the pupils could access. The inspector was given examples of pupil successes in relation to the use of drugs.

There was also a school policy in relation drugs education that was observed to be detailed.

The school had arranged for training for all of the students in drugs awareness and the inspector was advised that this would become a permanent cycle of training.

All pupils were able to access therapeutic services from the three therapists employed by the school, and sessions are arranged on a referral basis.

The school had introduced evidence files of how they are beginning to meet the Every Child Matters Agenda. This included a range of evidence as to how the school was meeting the being healthy element, which included health related activities such as circuit training, football and a range of other sports, elements of the education curriculum that promoted good health, and monitoring systems used by the school nurse.

The school nurse further advised the inspector about the external agencies that pupils were supported to access in order to promote the pupil's health.

Pupils were observed to have positive relationships with the school nurse and found them approachable and supportive.

The pupils spoke highly of the Chef and the quality of the food and menus. Pupils were clear that the Chef always asked their opinions about the meals and menus. Where pupils had specific dietary requirements the pupils confirmed that the Chef worked closely with them to meet their specific needs.

The inspector did not meet with the Chef during this inspection, however staff and pupils confirmed that the Chef continued to be dedicated to promoting healthy eating, and that where necessary would change suppliers, or shop for specific items at supermarkets to meet the pupil's dietary needs. The inspector was also advised that the Chef continued to pay attention to the healthy food agreements prompted by the television Chef Jamie Oliver.

Mealtimes continued to be social occasions. Pupils sit with staff in small groups. Meals are family served at each table, although where appropriate pupils will be involved in bringing the dishes to the table, serving the meals, and clearing away afterwards.

Senior pupils are supported to prepare supper and meals for themselves in the kitchenette on the pre-independence unit.

Where required systems were in place for staff to support pupils to monitor food intake and diet.

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):

3,4,5,6,7,8,10,26,27

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

The policies and practice of the school with regard to privacy and confidentiality, complaints, child protection, anti-bullying, the absence of a pupil, behaviour management, health and safety and recruitment are proactive about safeguarding pupils. The safeguarding procedure for recruitment exceeds the National Minimum Standards.

EVIDENCE:

The school had policies with regard to permissible contact with pupils and the management of private conversations, physical contact, supervision of pupils

as well as the supervision of bath time/changing rooms, and the use of transport. This gave clear guidance to staff about their expected behaviour.

No pupils required assistance with personal care other than prompts and reminders. The inspector observed staff supporting and prompting pupils in a supportive and unobtrusive manner during the evening.

Pupils confirmed that they were able to access the telephone, and were able to show the inspector where these were. Although these telephones were kept in staff rooms, students talked about being able to use these privately. Pupils also had access to mobile telephones.

The inspector observed the school's complaints procedure was displayed throughout the school and was pinned on the door of each bedroom. The school had a complaints policy that identified what were informal concerns and how these would be managed – stating that the person raising the concern with a member of staff. The procedure stated that the head teacher would investigate all formal complaints and that a response would be given within five school days. If the complaint was found to need more serious action these would be passed on to the Chief Executive. There was also a separate policy for pupil complaints.

11 complaints received since October 2005, these were mainly from pupils or their relatives about other pupils' behaviour. The inspector talked through the complaints received with the Head of Social Work Services, who was able to demonstrate how these complaints had been responded to. Pupils signed the complaints record to say that they were happy with the outcome to their complaint.

Complaints discussed during the inspection had been responded to in a timely fashion.

Pupils were confident about being able to raise concerns with members of staff and that these would be responded to.

Pupils stated that they were not always comfortable using the formal complaints procedure, but were confident in using the concerns post drop that was in the Head of Social Work Services' door. Pupils confirmed that their comments would receive a written reply, and they were additionally pleased that if they so wished they could write an anonymous note, that would still be acted upon.

The school had two independent visitors who were both due to visit the school on 26th September 2006. The inspector was advised that both independent visitors found different ways of speaking with the pupils, including taking part in evening activities.

The school was in the process of reviewing and rewriting the Safeguarding children procedures, and these were only available in draft format at the time of the inspection.

Evidence was available from discussions with the school following the receipt of notifications about three separate incidents that resulted in child protection referrals, that the school had responded promptly and appropriately to these incidents. The school's CPLO was confident in the prompt referral and management of allegations or disclosures, and other professionals commended the clear pro-active response taken by the school in a meeting outside of the school.

Where necessary policies and procedures had been reviewed where risks were identified; and practice had been changed following some of the above incidents.

The school's policy was to promptly suspend members of staff where there are allegations of abuse or serious misconduct, and evidence was available to demonstrate that the school's practice was in line with its' policy. The school's practice was to refer members of staff to the Protection Of Children Act list where they had been dismissed or where they were involved in incidents of abuse.

Evidence was available of staff training in child protection, and the Head of Social Work Services was also a trainer for Surrey's Area Child Protection Procedures. The Head of Social Work Services had evidence of how they kept up-to-date with changes to the safeguarding children procedures, and they were due to attend Surrey's safeguarding children training.

The school had good links with external agencies and would consult with these agencies as required.

Copies of the "What to do if you are worried that a child may be abused" document had been sent out to the members of the Board of Governors, and evidence of this was made available during the inspection. The inspector was also shown evidence of the training provided to the Board of Governors on child protection.

A copy of the school's "anti-bullying" policy was made available during the inspection. This was observed to be a detailed but clear policy – that met the National Minimum Standards for Residential Special Schools.

The school had begun to collect data from the records of incidents. Some of this data enables the school to identify patterns and areas of risk in relation to incidents identified as being bullying.

The school would be advised to include the use of this data more formally as part of their anti-bullying procedures, and therefore using the information as a risk assessment.

Pupils met during the inspection stated that they were confident that if they raised concerns about being bullied that positive steps would be taken to counter it.

An updated management of pupils going out of bounds in high-risk areas (absence of a child without permission) policy was available.

This policy clearly defined areas that pupils were able to access within the school's boundaries, both supervised and unsupervised, and areas that pupils could not access or were "out of bounds". The policy detailed the action that staff should take in the event that a pupil is absent from an activity or lesson on site for more than twenty minutes, and that missing person procedures should be invoked after 45 minutes. Pupils' files evidenced that missing person forms were completed for each child, ready to be used in the event that a pupil did go missing. The policy detailed that on their return the pupil would be placed on a supervision programme.

The behaviour management policy had been reviewed since the last inspection and included an updated procedure for the restraint of pupils in year 11 and above. There continued to be clarity about what were acceptable sanctions, and the logs observed evidenced that the staff team followed this procedure. Sanctions recorded were appropriately applied. The Head of Social Work Services stated that the boarding team were proactive about ensuring that sanctions were not carried over into the evening. The staff team were also vigilant about offering additional support to pupils who were known to be having a difficult day. Pupil behaviour was discussed at the handover sessions each day, and at weekly multi-disciplinary team meetings, and staff discussions were observed to focus on how to support the young people and what programmes could be put in place to support the young person to manage their behaviour, anxiety or anger. The inspector was given examples of how the school had worked with pupils who were on the point of being excluded in order to keep the pupils in school. The Chair of the Board of Governors confirmed that the ethos of the school was not to exclude pupils and to seek other resolutions. Where pupils had been excluded or the level of behaviour was no longer acceptable the school would introduce a behaviour contract that would be agreed with the pupil and their relatives/carers which identified what they expected from the pupil, and what support the pupil should expect from the school.

The inspector was shown evidence that staff had received updated training in "team teach" the behaviour management/restraint techniques used by the school.

The school continued to keep detailed records of incidents and restraint. The inspector was also shown how the new data collection system was being used to begin to analyse restraint used within the school, in order to identify trends, support needs or learning points. The data collected was also being used to analyse individual pupil's behaviour to identify areas of support, and any escalation that could eventually lead to the young person being excluded. This information is invaluable to the school and the CSCI would support its increased use to assist staff and pupils in the management of their behaviour.

Pupils confirmed that staff would speak with them about incidents that resulted in the young person being restrained. Pupils also stated that they were not concerned about the manner in which they were restrained.

The school operates a programme that promotes positive behaviour. Pupils told the inspector about the systems of positive reinforcement used by the school that included reporting systems and reward systems.

The inspector met the school's maintenance manager, who was very clear about the management of health and safety within the school. Records were available to evidence that the school carried out the relevant health and safety checks. Fire evacuations were completed as required and the fire safety equipment was maintained as required. The maintenance manager confirmed that all of the hot water outlets were restricted to 43° centigrade, and that the school was monitoring these temperatures in line with guidance from the company who maintained their water systems.

The inspector observed that paint and cleaning products had been stored under the sink in one of the units. This was removed during the inspection; therefore a recommendation will not be made.

The school had introduced a safeguarding procedure for the recruitment of staff that had been developed in line with guidance from the DfES and the National Minimum Standards for Residential Special Schools. The new recruitment procedure was a staged process, so for example, the application could not proceed beyond stage 5 until the references were returned and verified. The school had developed spreadsheets of ongoing applications and of existing personnel files, which acted as a clear audit of the recruitment process.

The safeguarding procedure for recruitment was also applied to existing staff, and all staff were required to provide evidence of their qualifications and identification to be verified by the school and copied for their personnel records.

The Chief Executive also confirmed and evidenced that staff do not start work without an enhanced CRB disclosure being received. The school had

introduced the requirement for CRB applications to be completed during the final interview stages to ensure that the CRB disclosure would be returned in good time.

As a result of this procedure being introduced the school and senior management team had a clear understanding of the importance of sound recruitment procedures.

The school is commended for their approach to recruitment and the introduction of the safeguarding procedure for recruitment.

Personnel files reviewed during the inspection were found to be orderly and contained application forms with full work histories, at least two written references that had been verified by telephone, evidence of qualifications and identifications, and copies of CRB disclosures were available.

The CSCI Surrey Local Office had received notifications as detailed within the National Minimum Standards for Residential Special Schools.

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):

12,22

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

The school actively supports educational progress and individual support.

EVIDENCE:

The school had a multi-disciplinary approach to sharing of information. Meetings observed during the inspection ensured that representatives from the educational, boarding, and therapeutic teams were brought together to discuss the needs of the pupils.

Boarding staff were available throughout the school day, and handover meetings ensured that the events of the school day were shared with the boarding staff. Reporting systems for those pupils who were being supported to manage their behaviour also promoted communication between boarding and educational staff.

The school was in the process of developing the twenty-four hour curriculum approach and the CSCI would support this. Pupils were observed taking part in a range of activities, including the option for additional time to work on GCSE coursework with educational staff support.

Each young person had a desk that they could work at, and pupils working towards pre-independence and independence were supported by staff to cook supper or evening meals and to be more responsible for themselves.

The school employed a therapeutic team that pupils could be referred to for support with identified needs, or specific areas of concern. Individual behaviour management programmes and behaviour contracts had been

introduced for some pupils, and where specific needs were identified the school had arranged training, and information to be provided to the staff team to ensure that they were able to meet these needs.

Staff met were knowledgeable about pupils specific needs, please also see comments under Standard 17 (making a positive contribution).

Two independent visitors were also available to the pupils.

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):

2,17,20

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

Pupils are encouraged and supported to make decisions about the lives, and are supported to maintain contact with their relatives and carers. Improvements in care planning and goal setting were identified.

EVIDENCE:

Evidence was available throughout the inspection about how the pupils were consulted. As detailed above, the pupils confirmed that the Chef consulted them about meals and menus, and pupils were supported to choose evening activities.

Pupils were able to approach any member of staff and raise concerns or make comments, and pupils were observed seeking the Head of Social Work Service for support and conversations throughout the day.

The inspector was advised that at the time of the inspection no specific requests had been made for pupils to attend religious festivals or services during the school week. The inspector was given examples about how Muslim pupils had been supported at the school in the past. Pupils advised the inspector about their specific cultural, religious, or ethnic needs and how the school met these.

The inspector observed evidence on pupils' records of the maintenance, where appropriate, of contact with pupils' relatives. Pupils told the inspector of how they could access the telephone if they wished to, and some pupils also had access to mobile telephones.

Pupils were also supported to have relatives visit if they so wished.

Pupils were able to talk about their concerns and experiences at the school during weekly boarding meetings, school assemblies, and tutor meetings. The pupils, where appropriate, were supported to take part in their annual reviews, or were consulted about their views and opinions prior to the meeting.

Each pupil had an identified key worker who would meet with pupils on a one-to-one basis each week. Pupils advised the inspector about meetings and activities arranged with their key worker during the inspection.

The inspector reviewed a range of keyworker files that contained the pupils' records. The quality and detail of these records varied. All records were made up of an assessment sheet that contained the pupil's personal information and contact details for relatives and health professionals, risk assessments, goals, review reports and a range of other relevant information.

Some records were neat and contained clear information about the pupil's support needs, goals and risk assessments that were clearly linked to the pupil's assessment and statement of educational need. However, on other files, risk assessments identified areas of high risk, but contained no clarity on why these conclusions had been made or how these risks would be minimised.

Some pupils' goals were specific and structured in a positive and achievable manner that were linked back to the risk assessments and support needs; whereas others contained wider goals that did not offer clarity on how they could be achieved. The inspector was concerned that some goals were not being reviewed as soon as elements had been achieved. Reviewing formats had not all been updated since the end of the Summer term 2006, although it was recognised that pupils had only returned to school a week previously, and where apparent progress had been achieved goals had not been updated.

The inspector also identified that specific needs were not always identified early enough within the pupil's records, i.e. known specific behavioural support needs were identified in a note in the working section in the back of the file, whereas these should be identified in the front and should be linked to the goal setting and risk assessment sections.

The school must review the use of care planning documents to ensure that these documents are of a consistent quality and level of detail, so that the files better evidence how the pupil's needs are being met at the school. Goal

setting must also be reviewed to ensure that goals are specific, achievable, and are kept under regular review or updated as progress is made.

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):

24

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

Boarding accommodation meets the needs of the pupils, and the final stage of the refurbishment has improved the standard of the environment and the level of privacy.

EVIDENCE:

Changes had been made to increase privacy in the four-bedded bedroom on merlins unit.

The refurbishment had also been completed on the pre-independence boarding unit. The unit had been redecorated and re-carpeted. New furniture had been put into each bedroom, which created individual bed spaces for the pupils in shared bedrooms. Each pupil had a private space with a bed, desk, lockable cupboard and a wardrobe. Most pupils were happy with the refurbishment of the unit.

The inspector was advised that the school had a rolling maintenance programme that included the replacement of carpets identified as showing signs of wear and tear in Delta unit. The inspector was advised that other

maintenance issues identified during the inspection had already been reported to maintenance for repair.

Pupils had access to areas throughout the school building and grounds to take part in evening activities.

Staff continued to have separate sleep-in rooms.

The school has installed CCTV, however this was only focused on the hallways and entrances to the boarding units.

Management

The intended outcomes for these standards are:

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

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

1,28,31,32

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

The school is appropriately managed and conducted in a manner that provides a safe environment for boarding pupils. A competent staff team meets the needs of the pupils.

EVIDENCE:

The school has a clear statement of purpose that was last reviewed in June 2005. All pupils are provided with a school prospectus prior to joining the school, and pupils are also provided with guides about being new pupils. Information is also displayed in the bedrooms that give guidance about making complaints, countering bullying, and expected behaviour.

Information about the school and boarding was also available on the school's website.

At the time of the inspection staffing levels were meeting the needs of the pupils, although it was recognised that staff cover was stretched because of staff absence. Staff were split into three teams to enable them to attend training and meetings.

Pupils felt that they were adequately supported. Observations evidenced positive and relaxed relationships between staff and pupils, and both parties were listening and responding to each other well.

A good training programme was on offer to staff that included specialist training behaviour management (team teach), ICT, and "behavioural leadership". The school had introduced a system of supervision and performance management, which culminates in an annual appraisal that is undertaken by an external appraiser. The school planned to reintroduce the training teams one Friday per month to offer inset training.

The inspector observed the school's training records, and feedback to the training sessions were always positive.

Six support workers were undertaking the NVQ level 3 at the time of the inspection. The school had problems with the loss of assessors, however some senior staff were in the process of completing their assessors training, and the head of social work services was researching other NVQ providers.

Sleeping-in staff cover nighttime duties, and pupils were confident that they could get support when they needed to. The nighttime roles and responsibilities had been reviewed as a result of a recent nighttime incident between pupils. Staff now monitor the boarding units later into the night, and random monitoring of the boarding units was undertaken. The footage recorded by the CCTV system that had been installed in the main hallways of the boarding units could also be reviewed to specifically monitor activity at specific times of the day and night.

The school had undertaken risk assessments of the nighttime staffing arrangements, which identified that sleep in staffing arrangements continued to be adequate.

A new Chief Executive had been appointed since the last inspection following the retirement of the previous Chief Executive. The Chief Executive had extensive experience in special educational needs, and was highly qualified.

There have been no other changes to the management team since the last inspection, and all members of the management team had been in post at the

school for some time. The head of social work services was a qualified social worker, and was completing an MA at the time of the inspection.

The management team was multi-disciplinary in order to ensure a whole school approach to the management and development of the school. It was evidence from the senior management meeting attended during the inspection that the needs and support of the pupils was paramount, with a strong focus on the development of a twenty-four hour curriculum.

Hand over time was scheduled into staff rosters at both the beginning and end of the day. Weekly team meetings were also scheduled at the end of each school week. Meetings had also been introduced on Friday afternoons for new staff to debrief and share their experiences in a confidential and supportive environment. The Chief Executive advised the inspector that they had been included in this process as a new member of staff, and had found the sessions invaluable.

Monitoring continued as required, and Governors were involved in the half-termly visits as required under standard 33. The school held a development plan that was developed with senior staff as well as the Governors and the management team.

The inspectors observed a range of evidence of how the monitoring of records was undertaken by the school.

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	4
15	4

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

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

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

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

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

NO

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	CH17	The school must review the use of care planning documents to ensure that these documents are of a consistent quality and level of detail, so that the files better evidence how the pupil's needs are being met at the school.	
2	CH17	Goal setting must also be reviewed to ensure that goals are specific, achievable, and are kept under regular review or updated as progress is made.	

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