

inspection report

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

Limpsfield Grange School

89 Bluehouse Lane

Oxted

Surrey

RH8 0RZ

15th & 16th November 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

Limpsfield Grange School

Address

89 Bluehouse Lane, Oxted, Surrey, RH8 0RZ

Tel No:

01883 713928

Fax No:

Email Address:

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

Surrey Children's Services

Name of Head- Mrs. Jane Humphreys

To Be Confirmed

CSCI Classification

Residential Special School

Type of school

RSS

Date of last boarding welfare inspection:

15/12/03

Date of Inspection Visit		15 th &16 th November 2004		ID Code
Time of Inspection Visit		9am		
Name of CSCI Inspector	1	Ms.Sheila Delliston	159980	
Name of CSCI Inspector	2	Mrs. Sharon Liburd		
Name of CSCI Inspector	3	Mrs. Geraldine Yates		
Name of CSCI Inspector	4	N/A		
Name of Boarding Sector Specialist Inspector (if applicable):		N/A		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A		
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		N/A		
Name of Establishment Representative at the time of inspection		Mrs. Jane Humphreys		

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI in respect of Limpsfield 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

The school is situated in pleasant grounds in the residential area of Limpsfield in Oxted, Surrey. It is a small Residential Special School catering for girls between the ages of eleven and sixteen with emotional and learning difficulties.

The school was built in the 1880's as a family home and still retains many of its original features. The boarding facilities within the school are situated on the first floor and are currently being improved and upgraded to provide more comfortable accommodation for pupils. The general atmosphere in the living area is homely and relaxing.

The grounds surrounding the school are well maintained. In addition, the school has a tennis court, gymnasium and swimming pool that are available to all the pupils.

The school's primary aim is stated in its document 'Raising Achievement By Working together' 2004-2005. In relation to the schools' residential provision, their aim is to "meet the girls physical, social and emotional needs by providing a supportive climate which is conducive to the individual 's realisation of her growth potential". The school places emphasis on each girl's right to her individuality.

At the time of writing this report three parents questionnaires were completed and returned to the Commission for Social Care Inspection.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The following areas are those that the school has improved in for the boarding welfare of pupils.

Standard 22 – The inspectors were impressed with the overall commitment, dedication and support of the care team to boarding pupils and wish to acknowledge the importance of this to boarding pupils overall welfare.

Standard 9 – The inspectors wish to comment on their observations of positive, warm relationships between staff and pupils.

Standard 24 – The refurbishment of the boarding accommodation to create a more comfortable space for boarding pupils.

Standard 25- The upgrading of the upstairs bathroom and toilet facilities for pupils to a high standard.

Standards 2 and 4 – The inspectors were encouraged by the school's good practice in relation to children's rights and were impressed that this was an area of practice that is taken seriously.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The following areas are those that the school should seek to improve for boarding pupils.

Standard 15 - The school should review its planning of menus and include pupils in this process to create meals that meet pupil's dietary needs. These should reflect choices offered to pupils and a range of meals appropriate for the summer and winter months.

Standard 19 – The school's general records need to be improved as a number of inconsistencies were noted during the inspection.

Standard 26 – General health and safety checks need to be more rigorous in the school.

Standard 27 – The school must ensure that all staff are appropriately vetted in accordance with this standard and in particular 27.2 (1-9).

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school met twenty-four of thirty-one standards inspected. Two standards were not applicable and these were 21 and 32. Although recommendations and advisory recommendations were made at this inspection there has been an overall improvement over the past eleven months. The Inspectors were encouraged by the school's commitment to continued improvements in relation to the boarding welfare provision to further promote pupils general development and raising pupils achievement levels.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RSS 9	The deployment of staff during the time pupils are settling to sleep should be reviewed.	Not met
2	RSS 10	The school's behaviour management policy should be reviewed once Surrey County Council's restraint policy has been implemented.	Not met
3	RSS 14	The school is recommended to check that all the detail set out in criterion 14.6 is fully detailed within a written health care plan.	Not met
4	RSS 17	Staff training in relation to recording should be implemented	Not met
5	RSS 17	The school should review the content of recording being made on pupil's files more regularly to ensure these are worded in a satisfactory manner	Not met

6	RSS 22	Any significant risk identified by the school in relation to a child's welfare should have a written risk assessment completed. The school should undertake these assessments as a matter of urgency.	Not met
7	RSS 26	The school is strongly recommended to ensure that emergency exits to any building on the premises are kept clear.	Not met
		The School must ensure full compliance with all the above recommendations. Continued failure to comply will result in Notification being made under Section 87 (4) to the Local Education Authority.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions 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	RSS 1	That the school includes the contact details for the Commission for Social Care Inspection under the Complaints section of their document "Raising Achievement By Working Together"	By the 31 st January 2005.
2	RSS 3	That the school ensures third party confidential information on pupils' files be removed and only their personal information be placed on files	By the 31 st January 2005.
3	RSS 6	The school must include support for the perpetrator of bullying within their bullying policy and procedure.	By the 28 th February 2005.
4	RSS 7	That the school retrospectively submits the appropriate incident reports dating from 1 April 2004 to the current date to the CSCI.	By the 31 st January 2005
5	RSS 8	That the school implements risk assessments in relation to those pupils they consider likely to regularly abscond.	By the 31 st January 2005
6	RSS 10	The school shares information on school rules and sanctions with parents, ensures that records in the Sanction Book and Sanction Sheets are consistent, ensures that staff are clear about the use of sanctions and pupils views are recorded as outlined in 10.9.	By the 28 th February 2005.
7	RSS 14	The school must check that all the information set out in criterion 14.6 is detailed within pupils written health care plans. This was a recommendation from the last inspection in December 2003.	By the 31 st January 2005.

7	RSS 15	The school must review the supper menu meals and ensure pupils are included in the planning and review process. Also recommended is that containers storing food be labelled and utensils for cleaning be stored away from where food is prepared.	By the 31st January 2005.
9	RSS 26	The school must install window restrictors on the upstairs windows of Jaguars and Pumas in the boarding pupils accommodation and repair the boundary fence at the rear of the building in line with their current programme of repairs and refurbishment.	By the 30th April 2005.
10	RSS 26	The school must ensure that loose wires in the senior sitting room are made secure.	By the 31st January 2005.
11	RSS 26	The school must risk assess the fireplaces in the junior bedroom and the senior sitting room as a preventative measure with regard to health and safety.	By the 31st January 2005.
12	RSS 27	The school must ensure that all staff are appropriately vetted in line with 27.2 of this standard.	By the 31st January 2005.
13	RSS 28	The school must review the staffing levels of care staff to reflect the needs of the current boarding pupils with a view to recruiting an additional member of staff.	By the 31st January 2005.
14	RSS 30	The school must ensure that all staff receive formal supervision to meet 30.1 and 30.2 of this standard.	By the 28th February 2005.
15	RSS 9	The deployment of staff during the time pupils are settling to sleep should be reviewed. This was a recommendation from the last inspection in December 2003.	By the 31 st January 2005
16	RSS 10	The school's behaviour management policy should be reviewed once Surrey County Council's restraint policy has been implemented. This was a recommendation from the last inspection in December 2003.	By the 31 st January 2005
17	RSS 14	The school is recommended to check that all the detail set out in criterion 14.6 is fully detailed within a written health care plan. This was a recommendation from the last inspection in December 2003.	By the 31 st January 2005
18	RSS 17	Staff training in relation to recording should be implemented. This was a recommendation from the last inspection in December 2003.	By the 31 st January 2005

19	RSS 17	The school should review the content of recording being made on pupil's files more regularly to ensure these are worded in a satisfactory manner. This was a recommendation from the last inspection in December 2003.	By the 31 ^s January 2005
20	RSS 22	Any significant risk identified by the school in relation to a child's welfare should have a written risk assessment completed. The school should undertake these assessments as a matter of urgency. This was a recommendation from the last inspection in December 2003.	By the 31 st January 2005
21	RSS 26	The school is strongly recommended to ensure that emergency exits to any building on the premises are kept clear. This was a recommendation from the last inspection in December 2003.	By the 31 st January 2005

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	RSS 11	The school should implement its' Formal Leaving Policy as recommended at the last inspection.

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	NO
• School Doctor	NO
• Independent Person	YES
• 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	YES
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	YES

Date of Inspection	15/11/04
Time of Inspection	09.00
Duration Of Inspection (hrs.)	22.5
Number of Inspector Days spent on site	2

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 CSCI 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) |

"0" 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.

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?

2

The school has an updated 2004-2005 Information document entitled 'Raising Achievement By Working Together' that accurately describes the school's provision and care for children who board. This document was reviewed on the 7/10/04 and by definition constitutes a Statement of Purpose as defined under 1.1 of this standard. It sets out the school's admissions procedure, how individual needs are met, covers child protection, behaviour, discipline, involvement of parents, complaints, education provision, careers guidance, residential provision, list of staff, professionals and governors, absence from school and an example of a typical school day.

All children have a copy of the schools 'Children's Guide To The School' that is presented in a brochure format and is informative, setting out both the pupils and school's expectations.

The Inspectors noted that the document did not include the contact details of the Commission for Social Care Inspection. It is recommended that this be included under the complaints section on page 10 and the qualifications of staff be included under staff list on page 25 to meet 1.3 of this standard.

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?

3

There is a School Council that meets on a weekly basis. The minutes of these meetings are displayed on the school council notice board in the main entrance hall. Minutes for the 27/9.04, 5/11/04 and 12/11/04 were seen and contained discussions of issues raised by pupils and action by the school. The minutes showed that all year groups were represented at meetings.

Parents and Carers are consulted on a regular basis through parent's evenings and workshops, at annual reviews, by day- to- day telephone contact with staff and informal discussions with staff in relation to their children. There is a parent's notice board that includes information in relation to activities, events and parental support forums and groups. The Inspectors observed that the notification of this inspection was displayed.

Examples of action taken as a result of the school listening to children has been identified in relation to the senior shower, 16 plus decorations, the kitchen area and revising the school uniform. Pupils commented that care staff listened and that matters or concerns were raised on their behalf.

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?****2**

The school has made efforts to improve the privacy for boarding pupils in terms of boarding facilities, access to a telephone that affords privacy if desired and a secure private space in the dormitories for individual pupils personal possessions.

As a result of interviews with pupils and from observations made during the inspection, positive interactions were observed between staff and pupils. Staff demonstrated their respect for pupils in their manner, care, interaction, language, and when accessing pupil's private space. Supporting this practice is a clear policy and procedure that addresses the school's expectations in relation to the areas of privacy and confidentiality.

In response to the recommendation made at the last inspection in December 2003, the school reviewed how privacy was being promoted within the toilets and bathrooms.

Staff were fully aware of the schools confidentiality policy and procedure and were able to provide examples of circumstances in which this would be breached. Files were securely stored and systems were in place to ensure highly confidential information was not readily accessible to all staff. The Inspectors noted however, that third party information was on some pupil's files and recommends that files are checked and such information is removed and placed on an appropriate file.

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?****2**

The school's complaints policy and procedure was available for inspection and reflected that the school had an open approach for receiving concerns or issues that caused unhappiness. In promoting this approach, the school has implemented a 'Can I Help You Box ' that allows pupils to make complaints or comments if they wish to do so. This was mentioned in the School Council Minutes dated 5/11/04. The box is fitted with a lock for discretion and confidentiality and is situated in the entrance hall.

Pupils also have access to an Independent Advocate who is employed by SCRIPT (Surrey Children's Rights Involvement Participation and Advocacy Team). The Independent Advocate visits the school on a regular basis and makes herself available to pupils. The Commission for Social Care Inspection (CSCI) is listed on the complaints procedure as an external agency that pupils, their parents, relatives and staff may contact with concerns or issues. The Inspectors noted however, that the contact details for the CSCI were not included. Currently those wishing to do so would need to request the information from the school. To respect confidentiality and discretion this information should be accessible without request. A recommendation has already been made under standard one in relation to this matter.

The Inspectors were concerned as a result of feedback received from the pre-inspection consultation process that some parents might not have had a copy of this procedure. The school has assured the Inspectors that this will be made available to all parents.

The school has in place a bound book for recording complaints. At the time of this inspection no complaints had been received.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

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?

3

The School has a Child Protection Policy and Procedure in place that is linked to the Surrey Child Protection Committee's Manual of Child Protection Procedures. Staff interviewed were able to demonstrate an understanding and awareness of the procedures and the investigative process.

The Head Teachers Self –Assessment, informed the Inspectors that all staff had been issued with a personal copy of the Child Protection Procedures. Staff also confirmed to the Inspectors that they had received Child Protection training and ongoing training had been booked. It was also reported to Inspectors that the School Governors had also attended Child Protection Training since the last inspection.

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

0

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?**

2

The school bullied and bullying policy was displayed on the School Council notice board along with information that explained the types of behaviour that could be defined as bullying. Other systems that were in place to counteract bullying were the mentoring scheme, 'can I help you' box and the Independent Advocate.

The general feedback from pupils, staff and the Independent Advocate gave the inspectors the impression that bullying was not a significant issue in the school in terms of incidents. There was a general sense that incidents raised would be dealt with and pupils were confident that their concerns would be appropriately dealt with. The Inspectors were encouraged by the school's openness, their understanding of the emotional impact the experience has on victims and their commitment to addressing this behaviour within the school. Pupils spoke confidently about this issue and the systems that were in place.

Within the school's policy and procedure there was no reference in relation to support for the perpetrator of bullying. The inspectors recommend that this be addressed. Please refer to the recommendation made in relation to this standard.

Percentage of pupils reporting never or hardly ever being bullied

100 %

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?**

2

The Inspectors sampled the school's significant events records in relation to child protection incidents. Between the 31/3/04 and the 8/11/04 a total of fifteen incidents were recorded. These included pupils leaving school without permission, and an A&E referral. The incidents were all recorded and parents and other professionals had been appropriately notified. The Inspectors noted however, that on each incident the question relating to notifying the Commission for Social Care Inspection was not answered. Although the incidents did not meet the criteria of those mentioned under 7.2, the inspectors noted from discussions with the management that there was a degree of uncertainty around which incidents warranted notification. The inspectors recognised that some of the incidents recorded were sufficiently significant and advised that clarity be sought from the Commission if there was any doubt in the future. It is recommended that the school retrospectively submits the incidents to the CSCI.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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

0

0

0

0

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?	2
<p>The school has a policy and procedure in place to respond to any child who is missing from school without permission. The inspectors saw evidence of the systems being implemented in the Significant Events Book in respect of a child absent without permission. Both staff and management were able to demonstrate how incidents are dealt with by a good knowledge of the procedure and the different stages throughout this process. There were a total of four incidents recorded since the last inspection of pupils missing without permission. The inspectors were satisfied that the school followed their procedure in these instances but need to consider risk assessments in relation to those pupils they consider likely to regularly abscond. This is a welfare recommendation in relation to this standard as the incidents represent an increase from the last inspection.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		4

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?	3
During the inspection staff were observed to be respectful towards children, treated them as individuals and responded to them in such a way as not to devalue or undermine their self-worth or self-esteem. The staff maintained good adult pupil boundaries, and relationships were observed to be positive. Pupils spoke highly of the care staff and stated that they were very supportive. This was very much in evidence during the inspection and the inspectors were impressed with the dedication and commitment to the boarding pupils shown by care staff.		

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?****1**

The school's Code of Conduct is included in the Pupil's Handbook and sets out realistic responsibilities in terms of socially acceptable behaviour. These combined with 'Our Rights In School' is strategically placed next to the bullied and bullying policy on the School Council notice board in the main hallway.

The school records sanctions used in the Sanctions Book and this was inspected. There was only one sanction recorded. The inspectors were informed that the Senior Management Team checks the Incident book on a weekly basis as part of their regular meeting, sign the duty file daily and any incidents are followed up as necessary. Sanctions used are withdrawal from privileges, exclusion from peers, referral to senior staff, exclusion from external activities and for very serious incidents, exclusion from school.

The management indicated to the Inspectors that they would like to improve in the area of managing the behaviour of pupils with Autistic Spectrum Disorder. Positive Options is used in the school to promote socially acceptable behaviour.

Staff were observed discussing issues with pupils and providing them with opportunities to make choices and decisions. Staff worked with pupils in ways that help them to understand the consequences of their actions thus enabling them to make informed choices.

The school makes good use of professional resources in particular the Behaviour Support Service and Educational Psychologist.

Feedback received from parents suggested that some might not have been informed of the school rules and sanctions used. The Inspectors are recommending that this information be shared with parents in order to keep them informed of any changes the school makes in relation to this standard.

The inspectors noted that sanction sheet records did not match those recorded in the Sanction Book. Discussions held with staff highlighted inconsistency in the way sanctions are used. The school's sanctions and the circumstances for implementing these should be made clear to staff and recording must be improved. The inspectors also noted that children's views in relation to the sanctions used are not recorded as outlined in 10.9 of this standard.

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?

1

The school has set out its' Admissions Procedure in the current Raising Achievement by Working Together Booklet for 2004-2005. This states that parents can make enquiries directly to the school and are invited to visit the school informally.

Applications are considered by a number of county panels that meet during November to consider each child's needs and make recommendations. Panels are made up of the Head Teachers from the Special Schools, Education Psychologist, Local Education Authority Officers and other representatives to ensure that the needs of pupils requiring specialist provision are carefully considered. If it is decided that the school can possibly meet the needs of the child, the child is invited into the school for a day to take part in activities, meet other pupils and relevant staff. The school has an assessment procedure that ensures information about pupils is sought from other agencies. From a sample of files viewed during the inspection, admissions forms contained good detailed information.

The inspectors noted however, that the school is yet to implement its Leaving Policy. This was a recommendation not met from the last inspection.

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?**

3

The schools attendance and punctuality records so far for 2004-2005 indicate that their rates for authorised absence were 5.5%. Unauthorised absences were 0.6% indicating that the school did not receive a reason for the absence. The records inspected were accurate and clearly written.

From observations, discussions with staff and from pupils care files the Inspectors were able to evidence good communication between staff in relation to the education and residential provision through meetings and informal conversations. Pupil's activities are also linked to the education curriculum and supported by care staff. For example, Pupils' homework is monitored and support provided.

The attendance and punctuality records for boarding pupils are at a high percentage rate.

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?**

3

A typical school day is outlined in the schools brochure. The practice is for children to be up around 7.30am. Breakfast is around 8am and pupils have time after this to prepare for school. The school time table is followed from the start of school until 3.35 pm. Boarding pupils return to their dormitories around 3.45pm and follow the boarding evening programme until bedtime from between 8.15pm for younger pupils and 10pm for older pupils. The evening programme included homework, activities with a key worker, dorm meetings, youth club, swimming, free time, nature group/outside activities,

Choices of leisure and recreational activities include music, drama, nature group, arts and crafts, plus indoor and outdoor games. There is a junior youth club on Tuesdays for years 7 and 8 and pupils also attend from other special schools. There is a youth club (Area '75') in Oxted and pupils attend on Wednesdays from 4-6pm. In addition, Limpsfield is part of ECO- School Award Scheme and registered as a Duke Of Edinburgh's Award Unit.

There are also activities in the community like Judo, Guides and St. John's Cadets. The school has a mini bus to enable small groups to access local leisure facilities like shopping centres and the cinema.

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**

All of the requirements made following the specialist pharmacies inspection of the 16th December 2003 had been met in full. The staff had clearly worked very hard to make the improvements in medication handling since the last inspection. Only advisory recommendations were made following this inspection to continue to raise the standard in medication handling in the school.

The inspectors were especially pleased to see that staff had received training from an external training provider and that the knowledge gained had been put into practice. New procedures had been produced to provide staff with detailed guidance and to promote consistency within the school. The school had adopted a new system for recording the administration of medication to pupils and these provided a clear means of recording medication, administration and any non - administration, with the reason for non administration. A clear system for recording the receipt and return of all medication within the school was in place so that an audit of medication usage could be undertaken. There were no controlled Drugs in the school but the Controlled Drugs cupboard and register were available for the secure storage and auditing of any controlled Drugs prescribed in the future for pupils. All medication is stored securely, within lockable cupboards or refrigerator, with prescribed and non - prescribed medications stored separately. It was pleasing to see that pupils were encouraged to hold and administer their own asthma inhalers. This was done with the support of a documented risk assessment and medication records which clearly indicated which medication pupils were responsible for. A clear treatment plan was available for one pupil who was prescribed medication for use only in an emergency. This gave details of when to administer the medication and what to do following the administration of medication. A number of staff had received training in the use of this specific medication and it was recommended that the names of these trained staff were added to the treatment plan.

Advisory Recommendation

It is recommended that the names of the staff who have received additional training in the use of specific medication for specific pupils are added to the pupils' treatment plan.

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

2

The Inspectors had an opportunity to observe mealtimes, sample the meals and interview the staff and pupils in relation to the meals provided by the school. The lunch- time and breakfast meals were of a good content and pupils were offered a variety and choice. There was a range of salad items available and desserts included the options of yoghurt and fruit. The Inspectors had the opportunity to observe and sample the supper meal. It was the Inspectors understanding however, that meals are served in the dormitories and are usually cold. It was suggested to the Inspectors that this was not ideal and there was some degree of unhappiness as some pupils felt it was their main meal of the day. In addition, they stated that they were not included in the planning of the menu although they felt able to speak to the Chef if there was something they did not like. Vegetarian meals and special dietary needs were catered for.

On inspecting the catering arrangements in the boarding units, the Inspectors observed that food sent up from the kitchen were not labelled, bread was stored inappropriately on the top cupboard in the kitchen and containers with cereal, seasoning and other products had no label or expiry dates.

Whilst the Inspectors appreciated that meals in dormitories had been introduced to allow pupils an informal and more relaxed mealtime in the evening the arrangement did not meet the pupils' needs. The Inspectors made a recommendation that pupils are involved in the planning of the menu and that the evening supper meals be reviewed. It is also recommended that containers storing food in the kitchen be labelled and utensils for cleaning be stored away from where food is prepared.

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**

Limpsfield Grange pupils wear a school uniform and all the items required are listed in the schools brochure. There is a list of basic clothes for boarders that includes casual wear, night- wear and toiletries. Pupils are allowed to bring their own duvet covers and are allowed reasonable items of jewellery. Pupils are encouraged to change into their own clothes at the end of the school day.

Pupils spend their personal pocket money as they wish without staff intervention except in relation to doing so sensibly. The inspectors had sight of the pocket money records and found these to be in order. From the pre-inspection information received and from discussions with staff no issues or concerns were raised in relation to this area of care.

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?

3

Samples of pupil's files were read. 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 pupils 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 to were very 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

From the sample of pupil's files viewed during the inspection process, the Inspectors saw evidence that pupil's information covered their history and circumstances, was clearly written and up- to-date. A number of pupils spoken to were aware that they could see this information.

The inspectors were satisfied that the pupil's information was being stored securely within the school and this met the legal requirement in relation to safeguards.

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 inspectors had access to a wide range of records in relation to the 33 standards being inspected. The inspectors found that over- all, the school records were well maintained, clearly written, up to date, stored securely and accessible. The inspectors were satisfied that the pupils' records and information was respected and confidentiality was practiced throughout the school to safeguard sensitive information.

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

The inspectors observed that pupils had access to a specially built telephone booth in the upstairs boarding area. This had a door for privacy and pupils stated that they were able to contact their parents and family and speak privately to them if they wished. There was evidence on the pupils' files and in their home to school books that there is daily written communication and telephone contact to parents. Pupils were full of praise for the care staff in supporting them to maintain family links. Parents are also encouraged to visit the school and have a notice board for their information in the main hallway. The inspectors observed that the inspection notice was displayed along with social activities and events to which they were invited and their participation welcomed.

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?**

9

This standard was not applicable at the time of this inspection.

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?****3**

The inspectors were able to observe the interaction between the staff and pupils. Relationships were positive and respectful and individual support was provided to pupils. Pupils had individual Care Plans on their files that identified their needs and agreed targets to be met. In addition, pupils had access to an independent advocate from the Children's Society (SCRIPT) Project.

Pupils informed the Inspectors that they were confident to approach any member of the staff team and spoke very highly of the care staff dedication. The inspectors were impressed with the standard of care provided to boarding pupils and the commitment of all the staff. Feedback from parents was also generally complementary of staff and the progress individual children had made in relation to their language and communication skills.

Pupils have access to speech and language therapists who provided individual support as part of their assessed needs. Pupils are assessed within the first term and they are seen individually, in pairs or in groups. Assessments included language skills, expressive language and phonological skill awareness. Parents received a copy of the initial assessment report and have opportunities to discuss their child's progress through formal reviews, parents meetings, the Home/School Diaries and Coffee Mornings.

The Inspectors were encouraged to see evidence that risk assessments had been carried out since the last inspection.

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?

3

The school is located in spacious grounds to which pupils have access. The boarding accommodation is on the first floor and each dormitory room has an animal name. For example Panthers, Lions, Tigers, Jaguars, Pumas. The design, size and layout are in keeping with that of the school's Statement Of Purpose. Lighting and security has generally been improved and close circuit cameras are install around the building and in the main hall facing the front door. Staff and pupils are aware of the safety procedures and are vigilant. The school has a Visitors Book in place and all visitors are asked to wear identification.

The Inspectors at the last inspection raised the suggestion of the school giving consideration to installing a lift and this was noted in the Head Teacher's pre- inspection information as an area the school can improve upon. A new Youth Club has been built but requires minor finishing touches especially around the outside to make it safe for pupils. The management informed the inspectors that this should be available for use to pupils within the next few months. The Management is aware that a risk assessment would need to be in place before this new facility was formally opened to pupils.

The school maintains appropriate links with the local community through activities and social events at the school.

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?****2**

The school has refurbished and upgraded some of the boarding accommodation. One dormitory had been completely refurbished and was bright, nicely decorated and well furnished. Pupils are allocated bedrooms according to age and at a ratio of between two to five pupils per dorm. The school arrangements are that no more than four pupils share a dorm in line with 24.5 of this standard. Pupils had adequate bedding, the rooms are carpeted and there is sufficient lighting and heating. Each pupil has wardrobe space, drawers for their clothes and bedside lights. Pupils also have lockable cupboards for their personal possessions. Each Dorm has been personalised by the pupils and this very much reflected their different ages and stages of development. The Inspectors recognised that the school has an ongoing programme of improvements for the dorms and their goal is evident in the work so far.

Pupils have the facilities to make personal calls and access to telephones that provide privacy. During the premises inspection the telephone was checked and was in working order. There is time put aside at the end of the school day for pupils to complete homework. There is space in the dormitories for pupils to study. The school has facilities for pupils clothing to be washed, and staff in post in relation to domestic duties. The heating, ventilation and lighting were satisfactory. Pupils having visitors are provided with privacy if this is requested.

Staff sleeping-in rooms were located within close proximity to the boarder's dormitories. One of the rooms was also used as the surgery room as no alternative space is currently available for a separate surgery/sleeping –in room. This room had been refurbished and re-decorated since the last inspection.

The school is currently awaiting planning permission for the library.

The Inspectors noted however, that some windows were without restrictors although this was currently being addressed. There was loose wiring in the senior lounge and risk assessments were needed in relation to fireplaces in the senior dorm as a preventative measure. Recommendations are made in relation to these under standard 26.

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?**

3

Since the last inspection the bathrooms and toilet facilities had been upgraded to provide better privacy, dignity and comfort. The numbers were satisfactory in relation to the number of boarders and the school has made some effort to provide discrete space for pupils to change. There are hot and cold water supplies and these are adequate. Toilets, bathrooms and shower facilities had doors, curtains and locks but are accessible by staff if a situation arose that required staff involvement in an emergency. Unless requiring assistance or supervision, pupils can carry out their personal care in private. One of the shower rooms had been adapted for disabled use and has an adjustable changing bed.

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 Surrey Fire and Rescue Service carried out an inspection on the 28/10/04 on fire safety and the arrangements were found to be satisfactory. The school's Fire Assemble Point is at the front of the school and a sign clearly identifies it. Since the last inspection, a risk assessment was carried out on the pond and the inspectors observed that this was now covered. No garden equipment or tools are kept in the green house and this was locked on the day of inspection. The management is aware that some of the windows do not have restrictors they have approached Surrey County Council and are awaiting a response from them. The boundary fence at the rear of the school that allows people access needs to be repaired. The inspectors were informed that Surrey would only replace this with one of the same height. A plan is currently being written and quotes for the work are being sought.

A gas safety inspection was carried out on the 18/8/04 for the kitchen and main boiler and was satisfactory. The boilers in the basement, art building and the pool were tested on the 13/8/04 and were fit for use. The Landlord Gas Safety Record was seen and this was dated 16/8/04. Electrical appliances were checked on the 16/8/04 and were satisfactory. The next Gas checks are due around August 2005.

The inspectors noted that the fire - place in one of the dormitories and the seniors sitting room were not covered and advised that these be risk assessed to reduce the risk of fires being lit. Loose wiring was also observed in the senior lounge for their electrical equipment. Please refer to the recommendations made in relation to this standard.

In relation to the concern raised at the last inspection action taken or changes made as a result of risk assessments undertaken include additional supervision on the balcony and pupils having hot beverages downstairs.

The inspectors noted that the downstairs fire exit was blocked with bags, coats and cases and raised this with management, as it was also a concern at the last inspection. Action was taken immediately to remove the hanging pegs and the area was cleared.

The inspectors were made aware of the schools' swimming pool but were unable to inspect this as visitors were using the pool during the premises inspection. Substances regulated by The Control of Substances Hazardous to Health (Regulations) 1999 were locked away.

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?

2

The school has introduced a vetting system that consists of a Visitors Book and badges. The staff also had a signing in book and wear Identification. Inspectors sampled a total of ten staff files and all contained enhanced CRB checks. The school has a system in place to ensure that relevant qualifications are in place for those instructing or supervising children for activities and copies of these Certificates are held on file.

The Inspectors were informed that Taxi Drivers were CRB checked by Surrey County Council and identification issued. The Management stated that Surrey and the school carry out spot checks. The taxi contracts are subject to L.E.A escort policy and some children are allocated escorts depending on their Statements of Special Educational Need. Taxi Drivers are not permitted to bring children to school before 8.30am. However, the school allows parents to bring pupils to school at around 8am occasionally where circumstances deem it necessary.

From the samples of staff files, Inspectors noted that references were not present on all files. A recommendation is therefore made that references are sought.

Total number of care staff:

7

Number of care staff who left in last 12 months:

0

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?**

2

The staffing levels throughout the inspection were considered good and met the needs of the pupils present. Parents' feed - back regarding staffing levels were generally positive. However, staff appeared stretched during part of the evening. The care staff team has been consistent and this has provided a degree on continuity and stability for boarding pupils.

The Inspectors considered the behaviour management of some pupils and would strongly advise that staffing be again reviewed to take into account the needs of the current pupils with a view to recruiting an additional member of staff to support the care team.

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?**

3

Feedback from pre-inspection survey suggested that staff lacked training and understanding to deal with pupil's difficulties and lack sensitivity. The inspectors did not see any evidence of this during the inspection. The care staff demonstrated a good knowledge and understanding of individual pupils needs. The inspectors observed positive interactions between pupils and staff. Overall, pupil's comments about the staff were positive and they had a lot of praise for the care staff.

Applications have been made for three members of staff to do Positive Options training in December 2004. All staff have had internal child protection training and this included the School Governors. There is an induction programme in place for all new staff and care staff have had Medication Handling training. The inspectors had sight of the school's Induction Programme.

Four members of staff are currently undertaking NVQ level 3 training.

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**

The staff interviewed all stated that they were well supervised and supported. The inspectors' sampled supervision records during the inspection and were satisfied with the evidence of the school's supervision and support systems. Recordings suggested that supervision frequency met 30.2 of this standard. Supervision addressed staff roles and tasks and the pupil's for whom staff had key- worker responsibility. The inspectors did not evidence that topics such as stress, concerns, feelings were discussed but understood that the supervisor and supervisee agreed the agenda for supervision and some of these areas were covered. Staff confirmed that they had Annual Appraisals that were reviewed and personal goals were set. The inspectors noted that staff had job descriptions on their files. Each member of staff had a full understanding of their role and responsibilities, as described in their individual job descriptions.

A detailed staff handbook is provided to staff at the start of their employment at the school. This covered a wide range of information that included their duties, the school time - table and policies and procedures.

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?

3

The school recently had an Inspection by Ofsted and the report commented on the leadership and management as “very good” and “good”. From discussion with pupils and staff, information from parents and documentation sampled, the inspectors concluded that the management team demonstrated good leadership.

The school had a range of Policies and Procedures in place that collectively represented tools for good practice, support and openness. The inspectors were satisfied that staff were competent to meet the individual needs of the boarding pupils through their collective knowledge, experience and skills.

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

0 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection 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?

9

This standard was not applicable for this inspection.

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**

The school has an Independent Person who carries out monitoring visits each half- term. The Head Of Care confirmed in the pre- inspection questionnaire that this person was not employed by the school, and that visits are unannounced.

The Chair of Governors receives reports from the Independent Person in relation to this standard and these are presented at School Governor's meetings. The Governors visit the school informally and one Governor has a specific role in relation to the boarding aspect of the school. This is seen as important in promoting communication between the school and Governors.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lead Inspector
Regulation
Manager****Signature****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 CSCI in response to Head's comments:

Amendments to the report were necessary

YES

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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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.

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