

inspection report

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

Grafham Grange School

Grafham
Nr Bramley
Guildford
Surrey
GU5 0LH

18th & 19th October 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Grafham Grange School

Address

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

Tel No:

01483 892214

Fax No:

01483 894297

Email Address:

admin@grafham-grange.co.uk

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

Grafham Grange Special Educational Trust Limited

Name of Head

Mr Richard Norman

CSCI Classification

Residential Special School

Type of schoolEBD Residential Special
School**Date of last boarding welfare inspection:**

02/03/04

Date of Inspection Visit		18 th & 19 th October 2004	ID Code
Time of Inspection Visit		09.00 am	
Name of CSCI Inspector	1	Ms Camilla Wood	
Name of CSCI Inspector	2	Ms Kerry Fell	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
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.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Richard Norman	

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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 Grafham Grange School

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

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

Pupils come from London and the Home Counties; all are expected to 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.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Standard 2, Consultation – Staff work hard to ensure that young people are actively enabled to put forward their views about their care and to use mechanisms such as the complaints procedure to raise issues and concerns. Formal consultation processes in place include a School Council and residential group meetings.

Standard 5, Child Protection - The School has comprehensive and detailed child protection procedures that are regularly reviewed and up-dated e.g. to reflect changes in legislation. Refresher training is provided annually; the content of this has recently been tailored to meet the learning needs and interests of the staff team. Training has been provided for ancillary staff and for Governors. There are good systems in place for recording welfare information and for monitoring pupils about whom there are child protection concerns or active enquiries.

Standards 9 & 10, Relationship with Children & Measures of Control – Relationships between staff and young people were found to be a strength of the School. The good quality of the relationships was considered to support the implementation of the Care and Control Policy. Young people present a range of challenging behaviours; staff at all levels showed a good understanding of the behaviours and needs of different pupils and how these should best be addressed. There is good management monitoring of pupils' behaviour and the incidence of sanctions and physical interventions.

Standard 11, Admission and Leaving – The School has worked hard to develop effective admission and leaving processes. There is a clear framework for the admission of new pupils that is being developed to include a full multi disciplinary assessment. The outreach service is able to meet with young people and their families in their home environments, and continues to provide support for the first 6 months after young people leave the School.

Standard 12, Residential Contribution to Education – The relationship between the teaching and residential social work aspects of the School was judged to be good. Staff had a clear understanding of and respect for one another's roles.

Standard 22, Support to Individual Children – Young people are provided with individualised packages of care, reflecting their diverse and complex needs. The School is developing in house therapeutic resources, and good relationships exist with external agencies.

Standard 31, School's Management – The school's management provides effective leadership to support the provision of high quality care to the young people.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Standard 17, Care Planning and Placement Plan – Care is needed to ensure that young people’s targets are regularly reviewed and that such reviews are documented in pupil records.

Standard 30, Staff Supervision and Support – Managers should ensure that formal staff supervision takes place at least half termly, and is not undertaken in staff’s own time.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

In relation to the boarding provision significant strengths of the School lie in the individualised support provided and in the quality of the relationships between staff and young people. These enable staff to effectively and safely support pupils in achieving their potential and in managing challenging situations when they arise.

The Senior Management Team (SMT) have created a culture of learning and continuous improvement and all staff who met with the inspectors engaged positively with the inspection process and showed a commitment to School development.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	

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 17	Ensure that pupils' targets are regularly reviewed with their key worker, and that such reviews are recorded on the placement plan.	15/12/04
2	RSS 30	Ensure that all RSW staff receive formal individual supervision at least once very half term.	15/12/04

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RSS 5	Provide child protection information/guidance to those Governors who were unable to attend the formal training.
2	RSS 7	Incidents judged to be 'serious' at the time of their occurrence to be notified to the Commission for Social Care Inspection, irrespective of their final outcome.

3	RSS 14	Review pupils' health information cards to ensure information is accurate and up-to-date.
4	RSS 15	Look further at the relationship between syndromes such as ADHD and diet, with a view to reducing the volume of processed foods and sugars consumed by some pupils.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
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	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	18/09/04
Time of Inspection	09.00
Duration Of Inspection (hrs.)	22
Number of Inspector Days spent on site	5.5

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the 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?

4

The School has a Statement of Purpose that accurately describes the provision available. This document, together with the whole School prospectus and documentation given to pupils and parents provides comprehensive and relevant information about the operation of the School. Written documentation accurately reflected day-to-day practice as observed by inspectors and described by staff.

All prospective pupils and their families are visited at home during the assessment process; this provides a good opportunity for written documentation to be explained and discussed. The Statement of Purpose is reviewed annually by the Board of Governors.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence

Standard met?

4

The School works hard to consult with young people and their parents. On an informal basis young people are encouraged to raise any issues or concerns as and when they arise (either with their key worker or another member of staff). Weekly group meetings provide a regular forum for discussion between young people and staff, particularly concerning issues related to the boarding groups. The School Council, made up of elected pupil representatives, is a forum for consultation over whole school issues. The School is continuing efforts to recruit an independent person; a meeting is planned for the near future between a likely candidate and the Head of Social Work to discuss the expectations of the role.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence

Standard met?

3

Inspectors observed good practice in relation to privacy and confidentiality. Staff were judged to be respectful of young people's private space e.g. knocking on doors before entering their rooms. In discussion they showed a clear understanding of the parameters of confidentiality, for example in relation to child protection information needing to be shared with other agencies. The School has a privacy and confidentiality policy informing staff practice in areas such as entering pupils' rooms and in carrying out room searches.

Standard 4 (4.1 - 4.8)

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

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

The School has written complaints procedures for pupils and for their parents. Pupil leaflets entitled 'Have you got a problem' are available around the School; these advise young people of the different routes through which they can raise concerns.

Young people seemed confident in speaking with staff; those asked said they would raise any complaints or worries directly with a member of the residential social work (RSW) team, a teacher or the Head. There was a small expression of dissatisfaction expressed by some pupils that, when they did make a complaint, they did not always receive timely feedback about the outcome. Following an incident of some complaints paperwork going astray, the School is currently reviewing the implementation of the complaints procedure to ensure that concerns are raised promptly with a member of the SMT and that documentation can be tracked at all stages of the enquiry. This should address any concerns pupils have about receiving feedback.

There were no recorded complaints from parents over the last 12 months. The School log records 38 complaints from pupils over the same period, although these had not reached the level of formal stage 1 complaints. The majority concerned pupils raising concerns about other young people or about perceived unfairness of staff sanctions or restraint interventions. These had been resolved promptly and appropriately.

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

0

Number of above complaints substantiated:

X

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

0

Number of above complaints substantiated:

X

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

4

The School has comprehensive and detailed child protection procedures that are regularly reviewed and up-dated e.g. to reflect changes in legislation. Copies of the local authority Area Child Protection Committee Procedures are also available. Staff were knowledgeable about child protection issues and were clear about the reporting process. Refresher training is provided annually; the content of this has recently been tailored to meet the learning needs and interests of the staff team. Training has been provided for Governors; it is suggested that a Governors' meeting is used to provide information and guidance for those members who were unable to attend the formal training. There are good systems in place for recording welfare information and for monitoring pupils about whom there are child protection concerns or active enquiries.

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

3

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

4

There is an anti-bullying policy in place and bullying behaviour is included in the PHSE curriculum.

The majority of young people's complaints recorded in the School log concern the behaviour of others, including where pupils felt they had been bullied. Managers commented that care is taken to foster a shared definition of bullying across the School so that staff (and hopefully pupils) are able to distinguish one off incidents of 'falling out' from more targeted intimidation over a period of time. The willingness of pupils to raise concern about the behaviour of others through the complaints procedure is a reflection of their confidence in the system and that staff will support them and take action to prevent further incidents. No incidents of bullying were observed or reported during the inspection.

Percentage of pupils reporting never or hardly ever being bullied

X %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

A notification procedure is in place; three incidents had been reported to CSCI during the previous 12 months. These comprised an incident when the police were called due to an altercation between two pupils, a pupil being kept overnight in hospital for observation, and a pupil breaking his wrist in an accident.

There was some discussion during the inspection about the 'thresholds' for reporting serious accidents/incidents. It was clarified with managers that, if an incident is judged serious at the time, even where it subsequently turns out to be relatively minor, then it should be reported to the Commission for Social Care Inspection.

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

2

1

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>There is a procedure in place specifying the actions to be taken by staff in the event of a young person being absent without consent.</p> <p>All pupil files contain a Surrey police 'missing persons' form with their photograph.</p> <p>Managers confirmed that photographs are to be up-dated as some no longer accurately represent the young people concerned.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		1

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	4
<p>The quality of relationships between staff and young people was judged to be a strength of the School.</p> <p>Staff were skilled in communicating with young people and working alongside them in a manner which was relaxed and friendly while at the same time retaining an appropriate level of authority. Inspectors had some discussion with managers about how pupils might become upset by playful banter/teasing from staff that other, less vulnerable young people, would take in their stride. Managers were sensitive to these issues and aware of the various dynamics between different staff and pupils.</p> <p>Staff showed a detailed and comprehensive knowledge of the young people's needs; this helped them to better understand pupils' behaviours and to provide relevant individualised support.</p> <p>Staffing levels in relation to numbers and skills were sufficient to enable a balance to be maintained in relation to addressing the needs of individual pupils within the group setting.</p>		

Standard 10 (10.1 - 10.26)

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

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

The School has a written policy addressing care and control; pupils do present significantly challenging behaviours and there is a clear 'tariff' of sanctions that may be imposed. These were understood by pupils and by staff. An issue from the last inspection concerning sanctions being carried over from the school day to the residential setting has since been addressed.

Physical interventions are undertaken in accordance with the Team Teach approach in which all staff receive regular up-date training. Governors and ancillary workers have also received training in this area, not in order to participate in restraints, but so that they can better understand what is happening, and distinguish good practice from bad. This provides an additional safety net for staff and young people involved in incidents of restraint.

All sanctions and physical interventions are recorded. Following the last inspection a target was included in the School Improvement Plan to review incidents and sanctions recording to support the better monitoring and analysis of the information. Currently senior staff hold a weekly disciplinary meeting to discuss incidents and sanctions; this provides an opportunity to identify emerging patterns and to consider the management of pupils most at risk from involvement in behavioural incidents.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

4

There are very clear referral and pre-admission assessment procedures in place to support a successful admission to the School. This includes a family assessment meeting, providing a valuable opportunity to meet a young person and their carer/s in the home environment. To ensure that the School continues to positively meet the needs of new pupils the admission process is being further developed to include a full multi disciplinary assessment including, among others, the School therapy team. This new approach was being piloted during the term of the inspection. Following admission there is an 8 week trial period (with continued assessment) before a final decision is made about the longer term suitability of the placement.

When young people leave the School the Post 16 service provides follow up in the community for up to 6 months. Prior to leaving at 16 young people transfer to the Woodyer House site; this helps prepare them for the transition from School to college or employment, and provides an opportunity to begin developing some independence skills.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

The residential contribution to education was considered to be good. There were positive relationships between residential social work and teaching staff, and a shared understanding about the purpose and aims of the boarding and teaching components of the School. Residential social work staff are actively involved in the annual review process. Residential social work staff may assist in supporting young people during the school day and, although this can impact on their administration time, such intervention is appreciated by their teaching colleagues. Teachers and teaching assistants help to support the after school activities programme. There are systems in place for RSW and teaching staff to meet together to collectively review progress and to discuss particular 'cause for concern' pupils.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

4

As at the last inspection, the range of activities provided was found to be a strength of the School. Community resources accessed include squash, tennis, gym, army cadets, meals out and cinema trips. On site activities include football, fishing, music, videos and computers. There is an appropriate balance between free time and structured activities.

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
<p>The CSCI pharmacist visited the school during this inspection and has provided a separate report.</p> <p>Arrangements for promoting and meeting the general health care needs of young people while at the school are satisfactory. Following a recent incident when the School was not fully informed about a young person's health needs, a new more detailed and comprehensive medical information form has been introduced. This is discussed with parents at the pre-admission stage in order to minimise any omissions or misunderstandings.</p> <p>In the light of this incident it is advised that the School review the health cards of all young people to ensure that the information is fully accurate and up-to-date.</p> <p>A recommendation from the last inspection that staff actively encourage the cessation of smoking by pupils is being actively addressed and a target in the School Improvement Plan is for the School to be 'smoking free' by 2007.</p>		

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?	3
<p>Food provided was considered to be varied; menus reflected pupils' different dietary needs. At the time of the inspection one young person was being supported through Ramadan. Pupils commented that they liked the food; there is a Food Council at which young people can put forward their ideas and preferences for menu planning.</p> <p>Staff involved in food handling undertake relevant food hygiene training.</p> <p>As an advisory recommendation it is suggested that the School look further at the relationship between syndromes such as ADHD and diet, with a view to reducing the volume of processed foods and sugars consumed by some pupils. This work should accord with the DFES 'Healthy Schools' agenda.</p>		

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

Observation and discussion during the inspection indicated that young people's clothing and toiletry needs are properly met during their time at the School. Casual clothes are provided from home and may be washed at School should the need arise. Parents are asked to supply sufficient toiletries to last the boarding week; staff will provide anything that is forgotten or runs out.

Young people are discouraged from bringing large sums of money in from home; staff will look after small amounts of pocket money on their behalf.

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

There is a good system in place for placement planning. All pupils have a comprehensive and well organised care plan that provides a useful working tool from which their needs can be assessed, monitored and met. There are individual goal plans with attendant targets. Targets were considered to be relevant and appropriate; there was evidence to show that they had been developed with the involvement of the young people. However not all files examined contained evidence of goals being regularly reviewed between pupils and their key workers. Discussion with managers indicated that this was likely to be a shortfall in recording due to staff feeling under pressure for time and prioritising pupil contact over administration.

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

Young people's records were found to be detailed and comprehensive, including all the information required by the standards.

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
School records were found to be well maintained and efficiently organised. Records listed within the standard e.g. menus, accidents and duty rosters were readily available during the inspection and were being properly kept.		

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 School works hard to promote and maintain good contact between young people and their families. Pupils are encouraged to maintain telephone contact during the week, and parents are encouraged to visit. The role of the outreach team is invaluable in initiating and nurturing good relationships between pupils' families and the School. All boarders return home at the weekends. Staff were aware of young people for whom contact restrictions were in place; this information was also recorded in placement plans.		

Standard 21 (21.1 - 21.2) Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.		
Key Findings and Evidence	Standard met?	3
At inspection this standard was not immediately applicable to any pupil at the School. Where pupils are formally in care, the School's experience is that they do not leave care on leaving the School at age 16; rather, their legal status remains unchanged until they reach 18. The School does work with other agencies in Pathway Planning to support young people's transition from school to college or employment. Woodyer House provides some independence training; the 16 Plus service provides support to pupils for the first 6 months after leaving.		

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

4

The School was judged to be successful in identifying and addressing pupils' needs. The young people attending have complex emotional and behavioural needs; written documentation provided evidence of an individual approach to addressing needs and to risk management. This was also evidenced through discussion with staff and observation of practice during the inspection. Therapeutic services are a developing part of the School and include individual counselling and art therapy.

Alongside this in house provision, staff work closely with external agencies such as CAMHS.

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 in a rural location and stands in its own extensive grounds on the outskirts of Bramley village. The main building is old and has 'listed' status which limits the opportunity to make significant changes, although managers and Governors are committed to a programme of up-grade and refurbishment of the premises. Considerable work has taken place since the last inspection to up-grade the boarding accommodation.

The off site accommodation at Woodyer House provides a valuable resource to support older pupils in making the transition from School and home to more independent living. However the design and fabric of the building are not ideal and inspectors were pleased to learn that there is a plan in place for the redevelopment of this site to provide purpose built accommodation better suited to the needs of the pupils who stay there.

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?

3

There has been a programme of refurbishment to upgrade young people's residential accommodation. The majority of areas have now been completed and are much improved in décor and furnishings.

In the main school the residential lounges were homely and welcoming with comfortable domestic style furniture. They were light and airy, with pictures, toys and games creating a child centred cosy environment.

Students at Woodyer House commented that they liked their accommodation and enjoyed having single rooms. However in comparison with the refurbished accommodation at the main site the facility is less homely and comfortable, because of the limitations imposed by the fabric of the building.

Staff are provided with their own sleep in accommodation that includes shower and toilet facilities.

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

Toilet and bathing facilities have been upgraded and are now better presented and have more privacy than found at previous inspections.

Some pupils commented that water temperatures can be variable. Inspectors recognise that this reflects the age of the hot water and heating systems and the related challenges of heating a large old building and is not something that can be easily remedied.

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?**

3

The School has a comprehensive health and safety policy; risk assessments are undertaken.

Written documentation showed that routine checks and maintenance are undertaken as required e.g. of portable electrical appliances, fire safety and prevention equipment, boilers and utility supplies.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

4

There is a sound approach to staff recruitment. Personnel files examined at inspection contained evidence of required checks and references, including CRB checks, being undertaken in the employment of new staff.

Total number of care staff:

21

Number of care staff who left in last 12 months:

5

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The staffing establishment of the residential social work team is sufficient for the number and needs of current boarding pupils. However, at inspection the team was three posts down (two vacancies and one maternity leave); staff commented that this was creating pressures, particularly in relation to maintaining their 'protected time' i.e. for administration, training and supervision.

Managers have tried hard to recruit to vacant posts and, in view of the difficulties, are developing alternative strategies to ensure greater stability and continuity within the RSW team. One aspect of this is a plan to introduce trainee RSW posts in Summer 2005.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

4

There is a good approach to training; staff who met with inspectors were positive about the opportunities provided. The School is working towards the Standard that 80% of staff are by 2005 trained to NVQ level 3 in Caring for Children.

Staff are encouraged to participate in a variety of short courses; training received during the previous academic year has included Child Protection, Team Teach, Dyslexia, and Therapeutic Services in Education.

Staff confirmed that their training needs are discussed and planned for as part of the annual performance appraisal process. There is a formal induction programme for new staff.

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?**

2

Staff had written job descriptions and were clear about their roles and responsibilities.

There is a staff supervision policy in place according to which RSW staff should receive individual supervision at least half termly. Discussion with staff and examination of supervision records showed that supervision is not taking place at the required minimum frequency. Staff cited one reason for this as difficulties in rostering meaning supervisor and supervisee were rarely on duty together, and reported that it was not unusual for formal supervision to take place in staff's own time.

Performance appraisals are carried out on an annual basis.

Despite the difficulties in achieving formal supervision, staff reported that they felt supported by managers. The Trust provides a counselling service for staff.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

4

As at the previous inspection, the School's management team was considered to be effective in delivering the best possible childcare.

Inspectors found a culture of learning and continuous improvement within the School, evidenced for example by the support given to staff training, the development of therapeutic services for pupils, and the effective communication systems in place through which staff reported their contributions to be heard and valued.

The Head of Care ensures that his own knowledge base remains up-to-date through undertaking short courses as well as studying for an MA in Education.

As noted under Standard 29, the School is working towards the target that 80% of staff have NVQ level 3 by 2005. All RSW staff were either currently working towards this achievement, or due to be enrolled on a course in the New Year.

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?

3

Discussion with members of the senior management team (SMT) showed them to have a good understanding of practice within the School. Written records showed evidence of regular management monitoring.

The Head Teacher reports to the Governing body on a regular basis; this includes matters related to the operation and performance of the boarding provision, and the School's compliance with the Standards.

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?**

4

The requirement to undertake half termly monitoring visits in accordance with this standard is met by the School Governors. A written report is produced following each visit, and any issues or concerns raised are discussed by the SMT.

The Governors take an active interest in the management and day-to-day life of the School and regular informal visits are made over and above those undertaken half termly to comply with the standard.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**

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 are working on the best way to include provider responses received in the published report. In the meantime responses received are available on request.

We would welcome comments on the content of this report relating to the Inspection conducted on 18th and 19th October 2004 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

NO

Comments were received from the provider

NO

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

NO

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

NO

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

NO

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

NO

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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