



Making Social Care  
Better for People

# inspection report

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

## **More House School**

Moons Hill

Frensham

Farnham

Surrey

GU10 3AP

7th December 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

More House School

**Address**

Moons Hill, Frensham, Farnham, Surrey, GU10 3AP

**Tel No:**

01252 792303

**Fax No:**

01252 797601

**Email Address:**

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

Gard`ner Memorial Limited

**Name of Head**

Mr Barry Huggett

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

09/01/04
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<b>Date of Inspection Visit</b>		7th December 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mrs Kerry Fell	123223
<b>Name of CSCI Inspector</b>	<b>2</b>	Mr Joseph Croft	
<b>Name of CSCI Inspector</b>	<b>3</b>	Ms Geraldine Yates (Pharmacy Inspector)	
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		None available	
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr B Huggett	

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

### **Part C: Lay Assessor's Summary (where applicable)**

### **Part D: Head's Response**

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

## 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 More House 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

More House School is an independent Catholic school occupying a large self-contained site in a rural setting on the Borders of Frensham Common. It is open to boys of any or no faith, aged 9 to 16 with a developing sixth form available to post 16 boys. The school accommodates boys with learning difficulties with associated speech or language based problems. Day places and full or weekly boarding places are available.

Boarding facilities are split between the juniors in Main House and the seniors in St Anthony's. The Main House, located on the first floor of the main school building, is split into five dormitories, the largest accommodating nine Boarders and the smallest two Boarders. The senior Boarders are accommodated in a separate building with the majority of the rooms accommodating two or three Boarders, with a small number of singles. New extensions have been completed which includes the provision of a large common room area, and a new sixth form wing with teaching/study area and IT room.

All Boarders eat main meals in the school dining room, with facilities to make light snacks in the boarding common rooms. The Boarders have access to a range of school facilities outside of school hours.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The School provides a commendable range of play, educational and recreational activities for the boarding pupils, these include music, art and craft, outdoor sports and community activities and has two well equipped ICT classrooms, including a separate room for sixth form boarder access.

It was evident during conversations with the Bursar that Health and Safety was paramount to the School and an important part of their role. Extensive and detailed health and safety records, and risk assessments were observed during the Inspection.

The Inspectors were pleased to observe that the food committee consultation displayed in the main entrance. It was also evident from the parental feedback in the questionnaires sent to them by CSCI that they felt listened to and consulted by the School.

### WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

All School staff attend child protection training, and the Inspectors were advised that they are clearly informed of the importance of prompt reporting, however the policy does not reflect this and although staff were clear about who to report to, conversations with staff suggested that they may take advice from other staff before reporting and that some staff were unaware of the importance of safeguarding the child and recording any information. The School should review their policy.

The specialist pharmacist inspector found that, whilst in the majority of instances medication was being handled appropriately in the school, there were a number of areas, which could be improved; A thermometer must be kept in the medication refrigerator and daily temperature records made, a system of auditing actual usage against recorded use is implemented in order to detect any losses of Controlled Drugs, The school must consider other administration systems with discussion with the supplying pharmacy and if the current system is to continue it must be risk assessed, and A documented risk assessment should be produced for pupils who hold and administer their own medication.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The Inspectors observed that there was a positive and supportive ethos within the Boarding provision, and all Boarders spoken to were happy with the support received. Older Boarders stated that boundaries were clear and it was evident that relationships were respectful and relaxed.

Care staff had a good understanding and awareness of the Boarder's individual needs.

In general the boarding accommodation met the needs of the Boarders. New facilities have been completed for sixth form borders. Boarders accommodated in the new bedrooms were pleasantly surprised by the standard of this provision. However the School is requested to submit a report to CSCI Surrey Local Office, with regard to the dormitories accommodating eight or nine Boarders.

**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

NO

**Notification to be made to:**                      **Local Education Authority**  
**Secretary of State**

NO

NO

**The grounds for any Notification to be made are:**

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

YES



<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
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**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.**

<b>RECOMMENDED ACTION</b>			
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	RS4	The School should ensure that the correct contact details for CSCI are available.	06/02/05
2	RS5	The School should review their Child Protection policy to ensure that it is in line with Appendix One of the National Minimum Standards for Residential Special Schools, and although evidence of training in recording and reporting was observed, this should be explicit in the policy.	06/02/05
3	RS5	The Independent person should be made aware of the School's Child Protection Policy and Procedures and the School should ensure that the Independent Visitor has completed child protection training.	06/02/05
4	RS6	The anti-bullying policy should additionally detail how to respond to bullying by staff.	06/02/05
5	RS14	It is recommended that the person administering the medicines signs daily records.	06/02/05
6	RS14	A thermometer must be kept in the medication refrigerator and daily temperature records made to ensure that it is operating within the correct range of 2 to 8 degrees centigrade and that the quality of the medication held in it can be assured.	06/02/05
7	RS14	It is strongly recommended that a system of auditing actual usage against recorded use be implemented in order to detect any losses of Controlled Drugs, including Ritalin, held in the school.	06/02/05

8	RS14	The school must consider other administration systems with discussion with the supplying pharmacy and if the current system is to continue it must be risk assessed and a written procedure must be in place for staff to undertake the transfer of medication from the original labelled containers, as received from the pharmacy, into another container for later administration either by staff or the pupils themselves.	06/03/05
9	RS14	A documented risk assessment should be produced for pupils who hold and administer their own medication.	06/02/04
10	RS24	The School must provide CSCI Surrey Local Office with a development plan detailing how this will be resolved, and the space available as per standard 24 footnote 9.	06/03/04
11	RS27	The School should ensure that written references are completed before members of staff take up their post.	06/02/04
12	RS31	The School must review the qualifications of all care staff. The School should seek further advice from professional bodies with regard to existing qualifications and any possible exemptions and report to CSCI Surrey Local Office, in relation to these findings, how they intend to meet this standard.	06/03/04

#### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS1	The correct contact telephone number for CSCI Surrey Local Office should be added to the Statement of Purpose and the Boarders' Guide.
2	RS1	The School is recommended to clarify further the detail of their admission criteria.
3	RS10	The School should consider keeping a sanctions log to detail, for example, when early bedtimes have been used.
4	RS10	The Inspectors would recommend that the School review the physical intervention policy and should take professional advice to ensure that their policy, procedure and training meets current guidance.
5	RS14	It is recommended that medication administration records be kept on pupil specific charts to aid the retrieval of information and to provide a clear picture of the care given to the pupil over time.

6	RS27	The Inspectors would advise the School to complete enhanced CRB checks on all staff that have contact with the Boarders.
7	RS33	The School should clarify with the Independent Visitor their roles and responsibilities. A discussion took place with regard to the standards covered during their visits. Further advice should be sought to ensure all elements of the Boarders welfare and life are inspected over the six visits.

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	NA
• DfES	NA
• School Doctor	YES
• 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	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	06/12/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	44.10
Number of Inspector Days spent on site	5.88

**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?	3
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The School continued to hold a good printed brochure and student handbook, which contains information that meets this standard, however, it was noted that the national telephone number for CSCI was detailed in the document as opposed to the CSCI Surrey Local Office telephone number was detailed in the document, and that in some places CSCI was still referred to as NCSC. It was evident that the document had been reviewed since the last Inspection, however this should be corrected.

It is also recommended that the School consider clarifying further the detail of the School's admission criteria.

## 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
The School has a range of ways of consulting Boarders and relatives.		
The Inspectors were pleased to observe the food committee consultation displayed in the main entrance, and the Inspectors observed a record of all contact with parents. It was evident from the parental feedback in the questionnaires sent to them by CSCI that they felt listened to and consulted by the School in a number of important elements.		
Boarders confirmed that they were able to talk to a range of staff, and were confident to do so.		

### 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
The School has clear awareness of data protection and human rights. Confidentiality is implicit in the daily procedures of the School, and policies stated that information was shared only with staff as appropriate.		
All records were held securely in main offices, and the Head of Care advised the Inspectors that they were aware of the importance of the confidentiality of the GP's records and maintained at their request.		

**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**

A large proportion of parents responded in the questionnaires that they were aware of how to complain, and only a small number stated that they had done so, however the only written complaints procedure available during the Inspection was in the Boarders handbook.

The Inspectors were advised by the Head Master that this was going to be laminated and displayed by the telephones. The Inspectors would strongly support this action and request that timescales and responses are included in this document. The School should also ensure that the correct contact details for CSCI are available as the Inspectors observed three different numbers recorded in different documents, only one of which was correct.

The Inspectors were advised that there had been no written complaints received by the School, however there was evidence from records and conversations that concerns raised by relatives were heard and acted upon. The Inspectors were advised that the Head Master would meet with relatives who had concerns as a matter of course.

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

**Number of above complaints substantiated:**

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

**Number of above complaints substantiated:**



## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

2

Internal child protection training is undertaken at all inset days and during induction. This is facilitated by the Head Master who attended ACPC training in the last year and the Head of Care is due to update their training. The Inspectors observed evidence of the Head of Care's formal training by a company in London.

All School staff attend child protection training, and the Inspectors were advised that they are clearly informed of the importance of prompt reporting, however the policy does not reflect this and although staff were clear about who to report to, conversations with staff suggested that they may take advice from other staff before reporting and that some staff were unaware of the importance of safeguarding the child and recording any information.

The School should review their policy to ensure that it is in line with Appendix One of the National Minimum Standards for Residential Special Schools, and although evidence of training in recording and reporting was observed, this should be explicit in the policy.

The Independent Visitor should be made aware of this policy and the School should ensure that the Independent Visitor has completed child protection training.

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

1

<b>Standard 6 (6.1 - 6.5)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
<p>The School has a written policy and procedure on anti-bullying and this is made available to staff and parents.</p> <p>Staff spoken to stated that they would report incidents of bullying to the appropriate staff, and would make a record on the pupil's files.</p> <p>The Inspector's were advised that the School had recently arranged activities and raised awareness of bullying during the recent national anti-bullying week. The School has postcards about bullying from "Milly's Fund" and information is recorded in the pupils' school diaries. Staff also stated that they have a proactive response to teasing and bullying.</p> <p>The new policy clearly identified the forms of bullying and how some pupil's may be identified as victims. However, the policy should additionally detail how to respond to bullying by staff.</p>		
<b>Percentage of pupils reporting never or hardly ever being bullied</b>	X	%

<b>Standard 7 (7.1 - 7.7)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The school and the head, as designated person, are aware of the requirement to report significant events to the relevant agencies, and there was no evidence observed to suggest that this was not the case.</p>		
<b>NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:</b>		
• conduct by member of staff indicating unsuitability to work with children		1
• serious harm to a child		X
• serious illness or accident of a child		X
• serious incident requiring police to be called		X

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The School has a procedure in place to manage the absence of a child without authority. This clearly states who should be contact in the event that this occurs, and the timescales laid down for contacting the local Police. The last recorded incident of this was in 2003.</p> <p>The School additionally has policies for arriving or leaving the School at time other than the beginning and end of the day.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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
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The Inspectors observed that there was a positive supportive ethos within the Boarding provision, and all Boarders spoken to were happy with the support received.

Older Boarders stated that boundaries were clear and it was evident during the evening observations that relationships were respectful and relaxed.

**Standard 10 (10.1 - 10.26)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

The School has a behaviour and discipline policy in place across the whole School that details acceptable and unacceptable behaviour and its management.

The School uses a reinforcement programme for positive behaviour “Pizza” programme that is based on both the individual’s behaviour and that of a form group. The pupils receive awards for positive behaviour after collecting a number of dots or stars, and receive a detention if they collect 5 dots for poor behaviour or work. The School is in the process of reviewing behaviour management and the Deputy Heads of School advised the Inspectors about the training they had attended on the “Assessment for Learning and Behaviour for Learning” programme. The Inspectors were advised that this programme structures the management of undesirable behaviour using a warning system in which a pupil receives three warnings and is then dismissed from the class. They are also considering making the “pizza” system more positive by pupils being awarded the dots and having to keep them rather than earn them. The Inspectors would strongly advocate the introduction of this programme.

The Inspectors did not observe a sanction book, although the Inspectors were advised that behaviour is generally managed by the “pizza” system of rewards. The School would be advised to keep a log of sanctions such as early bed times, extra work and time out.

It was evident from conversations with Boarders and staff that physical intervention was rarely used. Members of staff are trained internally in the use of physical intervention and a policy is in place. However, the Inspectors would recommend that the School reviews this policy and takes professional advice to ensure that their policy, procedure and training meets current guidance. Any restraint must be recorded in a bound and numbered log, detailing all the information required in Standard 10.14.

The Head Master and Deputy Head Master of the School confirmed that pupils are given the opportunity to debrief after 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?	3
<p>The School has an admission policy in place that details that all available documentation and assessments with regards to the child is reviewed prior to inviting the Child to visit.</p>		
<p>Admission details are also included in the Statement of Purpose.</p>		
<p>Potential new Boarders are invited to visit on several occasions and this includes and overnight stay and multi-disciplinary assessment. The Inspectors observed this documentation.</p>		
<p>The School works with the local “Connexions” service and support Boarders to attend work experience. Boarders are supported when leaving School via the annual review programme. The Inspectors were also made aware that the Boarders are supported to develop social and independent living skills.</p>		

**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

It was evidenced during the Inspection that care staff support pupils in their educational progress.

Individual education programme targets are set each term by the teaching and therapy staff, and the School is considering merging this with the targets by the Care Team. Care staff incorporate achieving these targets through the planned evening activities, support provided during prep, and is evidenced through homework diaries.

There was a good level of information sharing between the care and educational staff; five members of care staff have additionally teaching programmes within the School.

Care staff write a report that is included during the review process.

**Standard 13 (13.1 - 13.9)**

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

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

4

The School provides a commendable range of play, educational and recreational activities for the boarding pupils; these include music, art and craft, outdoor sports and community activities.

The School also has two well-equipped ICT classrooms, including a separate room for sixth form boarder access.

Timetables of activities are available, and Boarders select activities that they wish to partake in.

Evening activities are supervised by both care and education staff.

**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?**

2

The School has comprehensive and detailed medical files on Boarders and pupils. They contained parental contact details, parental consent, medical history daily records and medicines and records of first aid and serious illness/accidents. However, it is recommended that the person administering the medicines signs daily records.

Pupils have access to all of the NHS services through referral by the GP. There is a comprehensive medical policy that meets the National Minimum Standards for Boarding Schools. Members of care staff undertake the St John's Ambulance training in First Aid.

Pupils receive information about exercise, diet, personal hygiene and substance abuse through programmes on life skills and personal, social, and health education classes in the timetable.

The specialist pharmacist inspector found that, whilst in the majority of instances medication was being handled appropriately in the school, there were a number of areas, which could be improved.

Policies and procedures relating to the supply, storage, recording and staff administration of medication were available in the school. All medication was stored securely, with prescribed and non-prescribed medications stored separately, with a refrigerator available of the storage of medication requiring cool storage conditions. Temperature monitoring records were not kept for this refrigerator and consequently staff could not demonstrate that it was operating within the correct range of 2 to 8 degrees centigrade and that the quality of the medication held in it could be assured.

There was no Controlled Drugs cupboard nor Controlled Drugs register for the secure storage and auditing of Controlled Drugs prescribed for pupils. Controlled Drugs were kept securely in a locked cupboard within the health centre. It is recommended that, as a minimum, a system of auditing actual usage against recorded use be implemented in order to detect any losses of Controlled Drugs, including Ritalin, held in the school. Whilst this system does not strictly comply with the requirements for Controlled Drugs record keeping it would provide a means of detecting any loss and tighter auditing systems could be implemented if needed. The school should consider obtaining a Controlled Drugs cupboard, which complies with the Misuse of Drugs (Safe Custody) Regulations 1973, as part of any future upgrades or refurbishments.

Medication was administered either by registered nurses or by authorised members of the boarding staff team who had received training in medication handling from the nursing staff. A range of care and academic staff had been trained by a nurse in treatment of anaphylaxis and the administration of adrenaline by EpiPens for pupils prescribed them for severe allergies.

The system of medication administration was for the nursing staff to prepare weekly dosette boxes from which the medication was then administered to the pupils. The secondary dispensing of medication by staff should be avoided. The standard of administering medication from the original labelled container, as received from the pharmacy, is set in



order to minimise the number of steps in the procedure of administering medication and to thus reduce the potential for the occurrence of errors. The school must consider other administration systems with discussion with the supplying pharmacy and if the current system is to continue it must be risk assessed and a written procedure must be in place for staff to undertake the transfer of medication from the original labelled containers, as received from the pharmacy, into another container for later administration either by staff or the pupils themselves.

Whilst records were kept of medication administered to the pupils these were not kept on pupil specific records but on daily medication sheets. It is recommended that the administration of medication be recorded on pupil specific records to provide a clear picture of the care given to the pupil over time.

Medication for use during weekends and school holidays was supplied by the school to parents in the original labelled containers as received from the pharmacy. If medication was required for school trips then the medication was transferred out of the original labelled containers into another container by a nurse, for later administration by another person. Again This must only be done following a risk assessment and written procedure.

Whilst the pharmacist strongly supports the school in promoting the independence of the young people, in permitting them the freedom to hold and administer their own medications and be responsible for an element of their own health care, this must be done within a risk management framework with documented risk assessments completed for the holding of medication by the young people in the school.

A number of recommendations were made following the inspection by the specialist pharmacist inspector to assist the school to raise its standard of medication handling.

The medical policy states that pupils who are in the sick bay need to be monitored every hour unless it is a head injury which must be monitored every thirty minutes. It is recommended that this be reviewed in consultation with the GP, although that this is not likely practice. And review the policy for monitoring sick children.

**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

The School employs a catering company who provide a varied four-week rotating menu that is seasonally adjusted. There was evidence of choice of meals, which included a vegetarian option. It was observed that salad, fruit and drinks were freely available during meal times.

Meal times were managed and supervised by staff.

Young people are consulted about the meals through the termly food meetings, which are attended by the Catering Manager. Minutes of these meetings were evidenced during the Inspection. It is advised that the outcomes of these meetings and the actions implemented are recorded as evidence of the children having been listened to.

The last Environmental Health Officer visit was in December 2003, three requirements were made and it was evidenced that these had been met.

Evidence of kitchen staff training in food hygiene was displayed and there was evidence observed that they had received training in Care Of Substances Hazardous to Health, fire safety and customer care.

Drinking fountains and snacks are available outside of mealtimes. Snacks and drinks are also available in the Boarding Houses.

**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

The parents supply the provision of personal requisites and toiletries. The School has a tuck shop and older Boarders are able to sign out to the local village.

After School Boarders are encouraged to wear appropriate clothes of their own choosing.

Parents are requested to provide termly pocket money, which is held in a separate bank account. Boarders can request pocket money at any stage, and this provided based upon any guidance from parents.

Clear accounts are held and are audited by Hays MacIntyre.

Pupils are not excluded from activities that incur a cost, if pocket money has not been provided; any pocket money advanced from School funds is invoiced for at the end of term.

## 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

Each Boarder had an educational record file that is held in the Head Masters office. Those sampled contained annual review documentation a Special Educational Needs Statements from the Local Education Authority. All Boarders are treated as if they have SEN Statement and all have annual reviews.

In addition to these files each Boarder has a pastoral file that contains details of their termly targets, pastoral care targets and Individual Educational Plans. These all form part of the termly reporting system.

### 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

The School held a range of records that generally information relating to this standard.

The Boarders and their parents were aware of the availability of these files and that they could access them if they wished.

The Boarders at the School have a range of faiths, and the School stated that they would support Boarders to practice of their faiths. This information is recorded upon the Boarders files and in their main School records.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The School held records as detailed in this standard and was able to provide the Inspectors with staff and boarder registers when requested.

All records were easily accessible throughout the Inspection, and the School was aware of the importance of maintaining the security of these files when not in use.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The Inspector was advised that telephones are available to the Boarders and contact with relatives is supported and encouraged. Boarders confirmed that they have access to email and personal mobile telephones.

All contact between the School and relatives is recorded.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
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This standard is not applicable to this school.

**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 School provides individualised support to Boarders through one-to-one support and in social groups.

Members of care staff have a good understanding and awareness of the pupils individual needs. Boarders spoken to stated that they would talk to their care workers if they were experiencing any difficulties or had any concerns.

Specialist support is provided by the School's own counsellor (who visits twice per week), and the onsite school nurses.

Telephone helpline numbers were displayed by the payphones – Although CSCI local office number must be corrected.

## 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
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The School is made up of a number of separate teaching buildings, recreational buildings and two main boarding facilities. Building plans continue with the aim to build a new drama workshop and convert the old workshop into boarding accommodation.

The Boarders spoken to during the Inspection stated that they felt that the School was homely.

No adaptations were required at the time of the Inspection, and there were no outstanding requirements from other regulatory bodies.

The Bursar had completed a security review and a plan is currently under discussion.

**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

In general the boarding accommodation met the needs of the Boarders. New facilities have been completed for sixth form borders that included a large common room/kitchenette, which allows them access to a cooker, fridge and microwave. Additionally there is an expansive common room on the Ground Floor of St Antony's building that was put to good use throughout the Inspection. Boarders in the new bedrooms were pleasantly surprised by the standard of this provision. The Boarders were involved in the planning of this building.

The Inspectors continued to have concerns about the large dormitories in the main house, especially as there continued to be eight or nine Boarders accommodated in these rooms. New furniture and fitted dividers were in place in the larger dormitory. The Inspectors recognise as informed by the Head Master, that the School has previously had an Architect advise them about redesigning the layout of this area, and that there were issues with regard to lighting and available windows. However, the School must provide CSCI Surrey Local Office with a development plan detailing how this will be resolved, and the space available as per standard 24 footnote 9.

**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

The Inspectors observed that the School met this standard, and that there were no communal facilities. All shower blocks were provided in separate cubicles or individual shower rooms. This ensured the privacy and dignity of all Boarders.

The Boarders did not have concerns about availability apart from after sports events when they may have to wait a short while.

The School should ensure that a hook is available in all bathrooms and shower rooms to hang clothes and towels.

**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?**

**4**

The Inspectors would like to commend the Bursar for the extensive and detailed health and safety records, and risk assessments observed during the Inspection. It was evident during conversations with the Bursar that Health and Safety was paramount to the School and an important part of their role.

The Inspectors observed that the Bursar held a clear accident policy and there was evidence available that showed that the RIDDOR and COSHH procedures were robustly followed. It was also evident that COSHH and risk assessments were completed for contractors who accessed the School site.

The Inspectors observed evidence that health and safety meetings regularly took place, with the last meeting occurring on 28<sup>th</sup> November 2004. The Inspector was advised that Health and Safety was always on the agenda of the Governors meetings.

Members of staff are asked to sign as evidence that they have received the staff handbook.

The Inspectors observed that the last fire risk assessment was completed by the Headmaster, with an external professional in January 2004, and the Inspectors were advised that this was due to be reviewed again in January 2005. Fire training had been arranged for all of the staff, however, the Inspectors were advised that the training company had had to cancel, and this had now been rearranged for April 2005.

Evidence of regular fire tests were observed and an external company completes fire system and electrical checks three times per year.



## 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

It was evident that the personnel files had been reviewed since the last Inspection and were found to be neat and orderly.

CRB checks had been completed for all staff that had started at the School post 2002, and there was evidence on file that list 99 checks had been completed on existing staff. A clear programme of renewal of checks was in place, however, the Inspectors would advise the School to complete enhanced CRB checks on all staff that have contact with the Boarders.

The Inspector also observed that written references were not available on the personnel file of a recently recruited member of staff. The School should ensure that written references are completed before members of staff take up their post.

<b>Total number of care staff:</b>	9	<b>Number of care staff who left in last 12 months:</b>	1
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**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

Eight members of care staff are employed to work in the Boarding Houses, which allows for two staff on duty per junior unit. 4 staff one per floor in St Antony's, with The Head of Care being a floating member of staff.

Staffing numbers are reduced in line with the reduction of Boarders over the weekend, but never below 1:8.

**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

Staff interviewed informed the Inspectors that they each had personal development plans, these were observed by the Inspectors.

It was not evident that formal records of training were held, and it would be advised that this is included on their personnel files or in annual appraisal documents.

Recent training included Child Protection, first aid, and fire awareness. Two members of staff have attended the Boarding Schools Association training and one member of staff has attended training in resolving conflict.

Please also see standards 31 and 10 for further comments.

Staff confirmed that ample training was available internally via INSET days – the School should ensure that training provided is in line with appendix two of the NMS for Boarding Schools.

**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 Inspectors saw evidence that supervision sessions and that appraisals took place at least once per half term for care staff. However staff confirmed that informal support supervision took place regularly as the School is such a close community.

Ancillary staff receive annual appraisals, and are met informally on a daily basis. The School should again consider making formal supervision available for all staff. Although the Inspector was advised that some ancillary staff were supplied by an agency.

The Head of Care confirmed that they received half termly supervision from the Head Master during the Senior Management Team day.

## 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?

2

The School is aware that they do not meet this standard, as no members of staff are registered to complete NVQ qualifications in childcare.

A discussion took place with regard to the qualifications held by staff, and the Inspector was advised that the Head of Care holds a higher National Diploma and other staff have degrees and post graduate qualifications. The School must review the qualifications of all care staff and confirm to CSCI Surrey Local Office their findings. The School should seek further advice from professional bodies with regard to existing qualifications and any possible exemptions. The School should additionally report in relation to these findings how they intend to meet this standard.

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

Members of the senior management team are responsible for monitoring key records within the school. This was evidenced by the relevant delegated staff member's signature on a variety of documents including placement care plans, accident and incident forms and recruitment records.

The head teacher prepares a formal report about the school for the board of governors each term with specific reference made to boarding provision.

**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?**

**2**

The Independent Visitor visits the School six times per year to conduct announced and unannounced visits on behalf of the Governing Body.

The School should clarify with the Independent Visitor their roles and responsibilities. A discussion took place with regard to the standards covered during their visits. Further advice should be sought to ensure all elements of the Boarders welfare and life are inspected over the six visits.

Records of visits made were observed and these were made available to the Governors and the Head Teacher.

The Chair of Governors was also met during the Inspection and confirmed that Governors actively visit the School, and that three members of the Governing had visited the School at least 4 times each in the last term.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**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 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 the 7<sup>th</sup> December 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

YES

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

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

NA

Provider has declined to provide an action plan

NA

Other: <enter details here>

NA



**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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