



Champions for
Social Care
Improvement

inspection report

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

Starhurst School

Chart Lane South

Dorking

Surrey

RH5 4DB

24th February 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

Starhurst School

Address

Chart Lane South, Dorking, Surrey, RH5 4DB

Tel No:

01306 883763

Fax No:

01306 885951

Email Address:

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

Surrey County Council - E Surrey Adult & Community Care

Name of Head

NCSC Classification

Residential Special School

Type of school

EBD

Date of last boarding welfare inspection:

04/02/03

| | | | |
|--|----------|---|----------------|
| Date of Inspection Visit | | 24th February 2004 | ID Code |
| Time of Inspection Visit | | 10:00 am | |
| Name of NCSC Inspector | 1 | Mr A. Connor | 075632 |
| Name of NCSC Inspector | 2 | Mr G Cheney | |
| Name of NCSC Inspector | 3 | Mrs.A Butler | |
| Name of Boarding Sector Specialist Inspector (if applicable): | | N/A | |
| Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process. | | N/A | |
| Name of Specialist (e.g. Interpreter/Signer) (if applicable) | | N/A | |
| Name of Establishment Representative at the time of inspection | | Mr. H. Kiernan Headteacher. Mr S. Wilson Head of Care | |

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Starhurst 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

Starhurst School is a Local Education Authority maintained school providing day places, weekly boarding, or part boarding for boys aged 11 to 16 years who have severe emotional and behavioural difficulties

Pupils attending the school have complex and challenging needs. Many will have experienced breakdowns of previous educational placements and have had periods out of full time education, prior to attending Starhurst.

Boarding accommodation is organised into 4 lodges, named by the pupils after popular theme park rides. The youngest children (years 7 and 8) are in Rattlesnake Lodge, year 9 are in Samurai Lodge, and years 10 and 11 in Hex and Enterprise Lodges. Education and boarding provision are sited within the same premises, within which the lodges are self contained, and not usually accessed by pupils during the school day.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The residential social work team are a strength of the school, with staff skilled in developing good relationships with pupils based on respect, a belief in the intrinsic value of the young people, and clear expectations of behaviour.

Care and placement planning are well developed, with all pupils having comprehensive and detailed plans, with relevant goals. Pupils and their parents are involved in setting and reviewing targets.

The school works hard to develop and maintain good relationships with young people's families, involving them as fully as possible in decisions about their child's welfare and education.

There is also a high awareness of child protection issues, staff were able to demonstrate to the Inspectors a good working knowledge of all policies, practices and procedures surrounding this subject.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Recommendations are contained in the report that refer to the premises, some risk assessments, training for ancillary staff and catering. However it must be noted that they do not currently impact on the welfare of the current pupil group. The premises issues are on going, however the Inspectors viewed the plans for the refurbishment, which will commence in June of this year.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school was well organised with a management team who created a very positive atmosphere within the school where staff felt supported and listened to. The emphasis on communication skills from staff induction ensured that this very important aspect of care was well implemented throughout the school.

The school planned well for the care of pupils and young people working creatively with children and young people who have complex, individual and diverse needs. The school should be proud of their achievements.

The inspectors considered that the school was well managed and provided good quality services to children and young people within the constrictions presented by the premises. The Inspector wishes to thank the pupils, the governors, the management and staff for their positive input into the Inspection process. This was particularly noteworthy in management's organisation and presentation of all information required by the Inspection team.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

| |
|---|
| The grounds for any Notification to be made are: |
| NA |

NA

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

| No | Standard | Recommended actions | |
|----|----------|---|------------|
| 1 | 23 | That plans for the re-development of the school fully meet all premises requirements within the national minimum standards for residential special schools | None given |
| 2 | | It is recommended that the school provide details of how the risk assessment process will be implemented, monitored and reviewed in its action plan for meeting the standards | None given |
| | | | |
| | | | |

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

| No | Standard* | Recommended Action | |
|----|--------------|--|----------|
| 1 | 22,23,24, 25 | That plans for the re-development of the school fully meet all premises requirements within the national minimum standards for residential special schools | 30/08/04 |
| 2 | | It is recommended that the school provide details of how the risk assessment process will be undertaken and implemented, monitored and reviewed in its action plan for meeting the standards | 31/03/04 |
| 3 | 27 | The school must ensure that all staff have an up to date CRB check | 31/04/04 |
| | | | |

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 | 5 | It is recommended that all ancillary staff are given formal Child Protection Training |
| 2 | 26 | It is recommended that all ancillary staff are given the opportunity to review all policies and procedures that relate to their current roles |

| | | |
|---|----|---|
| 3 | 15 | It is recommended that management review the current method of serving tea and coffee to pupils in the dining room. |
|---|----|---|

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 | 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 | NA |

| | |
|--|----------|
| Date of Inspection | 24/02/03 |
| Time of Inspection | 0900 |
| Duration Of Inspection (hrs.) | 20 |
| Number of Inspector Days spent on site | 3 |

Pre-inspection information and the Head's Self evaluation Form, provided by the
Starhurst School

school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

"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 |
|---|---------------|---|
| There is a Statement of Purpose for the school. The statement clearly describes what the school sets out to do for pupils, including the aims and objectives of the school and how these are to be achieved. In addition, there is written information for parents and for new pupils, both of which provide helpful practical information about the school presented in clear, accessible language. | | |

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 has a positive approach to encouraging young people to give their views and to participate in meetings about their education and welfare. In addition to much informal involvement and discussion, young people routinely attend their annual reviews, and are encouraged to identify and review their own goals.

Parental Questionnaires viewed by the Inspector stated that the school maintains a regular contact over a variety of matters that may concern their individual child.

Children told the Inspector that they are consulted regularly over a wide variety of issues that affect their daily lives, and their future progress within the whole school environment.

Family meetings are also held within the school to look at issues that may be affecting individual pupils. One such meeting was observed by an Inspector who was impressed by the Head Teachers skill, in ensuring that all views were listened to, and that all present particularly the pupil had "a voice."

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

Discussion with staff and observation of practice showed them to be aware of and sensitive to, issues of privacy and confidentiality. A privacy and confidentiality policy has been developed, together with staff guidance.

Many pupils have their own mobile telephones for making calls, but they may also ask to use the school telephone for private calls.

Staff are aware of those young people for whom there are contact restrictions, and this is monitored discretely with sensitivity to the young person's privacy.

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 a complaints procedure and the pupils said they knew how to raise concerns within the Starhurst School environment, and expressed some confidence that issues raised would be listened to.

The Inspector viewed the Complaints procedure, which in his view was well written and contained all of the required elements that are necessary to ensure that any prospective complainant could use the procedure.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

4

There is a high awareness of child protection issues within the school, and staff interviewed were clear about the need to report any child protection concerns to senior staff for referral to the appropriate investigating authority. Records showed prompt and appropriate referral of concerns.

All staff apart from ancillary workers receive core training in child protection awareness and procedures. However in discussion with some of the ancillary staff it was very clear that they were aware of all child protection procedures, and the protocol for reporting concerns to senior managers.

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

1

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?**

3

The school has a vigilant approach to dealing with incidents of bullying.

A policy is in place, and the issue has been discussed at recent assemblies. Alongside the evident hard work to raise awareness about bullying and to emphasise that it will not be tolerated, it was apparent from discussion with pupils and questionnaire returns that bullying is an issue for a small number of pupils. Of the 8 pupils who spoke with the Inspectors 5 reported “never having been bullied” and 3 reported “sometimes they were bullied” however they were unable to identify clearly as to where or when this happened or was likely to happen. They said that the “day boys” were responsible for any bullying that they may experience.

It is therefore important that the school continues its robust approach, and strives to look for further ways of enabling pupils to speak out about bullying concerns. The percentage figure given below is in relation to those pupils who discussed the issue with the Inspector, not from the total number of pupils present in the school.

Percentage of pupils reporting never or hardly ever being bullied

100 %

Standard 7 (7.1 - 7.7)

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

Key Findings and Evidence**Standard met?**

3

The school is aware of the requirement to report significant events to various bodies including the NCSC. Where there is any doubt about the definition of “serious” the school are advised to contact the NCSC to clarify whether or not there is a need to make a formal notification.

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

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

X

X

X

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 |
| The school had a missing child procedure staff provided inspectors with accurate detail relating to this procedure. They also demonstrated an understanding of how to risk assess any potential situation which meant that a child or young person might be at risk of going missing. Staff demonstrated a good understanding of the importance of building security in relation to keeping children and young people safe. There were no instances of a child going missing from the school for a significant period of time. | | |
| Number of recorded incidents of a child running away from the school over the past 12 months: | | 0 |

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

| Key Findings and Evidence | Standard met? | 4 |
|---|---------------|---|
| <p>Inspectors observed good relationships and interactions between care staff and young people, and considered relationships between staff and pupils to be a strength of the school. There are clear expectations of behaviour, which are understood by pupils and reinforced in a consistent manner by staff.</p> <p>Staff's commitment to the pupils, and their ability to recognise and celebrate their achievements, is particularly commendable given the significant challenging behaviour the pupil group can present, and the high levels of verbal and, at times, physical violence exhibited by some pupils.</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 |
|---|---------------|---|
| <p>The school has a list of sanctions that are available to staff these include verbal reprimands or withdrawal from an activity.</p> <p>Pupils who were able confirmed that they felt sanctions applied by staff were reasonable and fair.</p> <p>However the staff group felt that they responded to positive behaviour regularly and that pupils were, through positive reinforcement encouraged to act in a socially acceptable manner.</p> <p>The Inspectors who felt that all sanctions administered had been appropriate following areview the schools sanction records.</p> | | |

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

3

The school had an admissions procedure and leaving procedure initial assessments and statements of educational needs were on individual files.

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

Boarding staff were found to be committed to supporting the young people's education, and good systems are in place to support communication and joint working between care and teaching staff.

Educational targets are set within the school, with separate targets identified on the care side. Both groups of staff have a shared understanding of the respective targets in each setting, and annual reviews of statements are inter-disciplinary.

The shift system is organised so that care staff are on duty during the day can for example provide assistance where young people are not settling in class.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

3

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

During the evening of the inspection there were a variety of leisure pursuits being undertaken such as listening to music, watching television and appropriate computer type games. Young people attended various clubs within the community and also attended facilities such as the local theatre and swimming pool. All of the children's activities were fully supervised by staff.

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

However the Inspectors felt that risk assessments needed to be undertaken for a number of external activities such as indoor climbing at a local centre. Please refer to standard 26

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

Please refer to the Pharmacy Inspection report.

All pupils' health care needs are documented clearly on individual care plans, and appropriate use is made of Primary Health Care Teams.

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

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

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

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

However the Inspectors felt that the practice of tea being poured by the kitchen staff; who also added any required milk or sugar was a little institutionalised. management of the school are asked to review this practice.

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

As pupils board for only 4 nights a week pocket money, clothing and toiletries are provided from home. The school will supply toiletries etc. where these have been left behind or run out. In their questionnaire response, one parent raised concerns about the frequency with which their son's clothes had gone missing at the school, and stated that the school should be more vigilant in encouraging young people to look after their possessions.

Boys are encouraged to hand money over to staff for safe keeping, and there is a clear system for booking money in and out

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

4

Care and placement planning is a strength of the school.

All pupils have a Statement of Special Educational Needs that is reviewed annually. In addition to their education IEP, each young person has an Individual Action Plan that is in effect an IEP for the boarding provision.

A care plan is developed including the identification of relevant social/behavioural goals, when the pupil is established within the school.

Care plans examined were found to be comprehensive and detailed, with relevant, achievable goals. There was evidence of goals being regularly reviewed by young people and their key workers.

Parents are encouraged to be involved in the care planning process, and are asked to identify any areas that they would like the school to address in care planning, together with putting forward their suggestions for possible goals.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

3

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

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

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

3

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

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

As pupils are weekly boarders, they have regular direct contact with their families and friends out of school hours.

Within school, they are encouraged and supported to maintain contact. Many young people have their own mobile telephones, though pupils can use the schools telephone system to make private calls.

Parental questionnaires returned for the inspection confirmed that parents were made to feel welcome by the school, and the majority thought that communication between school and home about young people was generally good.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

At inspection, staff told the Inspectors that any pupil that was 'looked after' by the local authority, the school works with relevant external professionals to develop and implement appropriate plans to support them in moving on.

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 individual needs of pupils are well known and care staff interviewed showed a good understanding of all pupils, not only those within their own boarding unit, this was clearly identified on each pupil's files.

Individual needs are met by way of each pupil being allocated a Key Worker, who has a responsibility towards enabling the pupil to have their social, physical and emotional needs met whilst resident within the school.

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?

1

The comments made in this section remain largely the same as last year. The school occupies a large self-contained site in a rural area on the outskirts of Dorking. Currently there is a need of major refurbishment and re-development. There are four boarding houses, organised by year group. However at the time of this Inspection only three boarding houses were open. While the location of the school is suitable, the boarding areas are small and, although self-contained, are sited within the same premises as the teaching facilities. The premises are unsuitable for pupils with restricted mobility or significant sensory impairment. Inspectors were advised that funding had been agreed and Inspectors were able to view the plans for the redevelopment of the site. The school is to close down for 12 weeks during the summer of 2004 to enable contractors to move on to the site to commence this long awaited re development.

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?

1

Please refer to standard 23 above. The quality of the physical environment remains unchanged since the last Inspection. Keeping up with day-to-day maintenance remains a significant challenge in the light of the on going 'wear and tear' and neglect throughout the premises. Despite the physical appearance of the building, boarding house staff have worked hard to make the environment comfortable, homely and pupil friendly and pupils told the Inspectors that they were able to use these areas as their own.

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?**

1

There are sufficient bath, shower and toilet facilities for the number of pupils accommodated. However, as with the premises overall, these facilities continue to show signs of neglect and inadequate maintenance.

It is envisaged that these facilities will be greatly improved by the planned development.

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?**

1

This standard continues to be unmet, as a number of risk assessments required at the last Inspection remain outstanding. The School has a health and safety committee made up of governors and staff who meet regularly to monitor and audit the school to ensure that the school is safe and operates in accordance with Health & Safety legislation.

However the Inspectors were particularly concerned about the absence of risk assessment on high-risk activities undertaken by pupils. At the time of the Inspection the Head Teacher was informed of this, he took appropriate action by cancelling the evening activity at a local climbing centre.

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 |
|----------------------------------|----------------------|----------|

On the day of the Inspection the records viewed by the Inspectors were in their opinion adequately maintained and organised.
 All recruitment is subject to Surrey County Councils recruitment procedure and staff are not able to work with pupils in an unsupervised capacity until all necessary CRB checks are confirmed.
 The school must ensure that all staff have an up to date CRB check. It was noted that the original police checks on a number of staff had been made many years ago, and no further updates had been undertaken at any time.

| | | | |
|------------------------------------|----|---|---|
| Total number of care staff: | 11 | Number of care staff who left in last 12 months: | 1 |
|------------------------------------|----|---|---|

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 |
|----------------------------------|----------------------|----------|

At the time of the Inspection staff numbers on duty met with the minimum levels specified, and a review of the current and past staffing rotas suggested that these levels are continually maintained.
 Two waking night staff are employed to ensure that the pupils needs can be met safely during the sleeping hours, Senior staff are also available on call during these times.

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 |
|----------------------------------|----------------------|----------|

All new staff commencing employment in the school undergo a programme of induction. This is followed by a number of in house training sessions including child protection procedures and control and restraint procedures.
 Management of this school see training as a high priority.
 Records viewed and discussion with a number of staff identified a number of training events that had been offered and undertaken including child protection and restraint.
 The Inspectors commend the current commitment to training by management and 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?****4**

There were good staff support systems in place at the school. Staff informed the Inspectors that they found supervision to be helpful and supportive. In addition a range of meetings were in place to support the development of the school as a whole and that of different departments as well as individual staff.

Supervision records demonstrated that these occurred within the frequencies specified within this standard, for example staff received supervision once every half term. Staff support systems sustained an open and honest communication system throughout the school.

The school had arranged for clear lines of accountability throughout the school and all staff were aware of how these functioned. Staff job descriptions were periodically reviewed. Staff meetings occurred on a regular basis. There were also a variety of meetings, which assisted in staff communication; such as inset days for the whole school, departmental meetings and individual house meetings.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

4

The management team consists of the Head Teacher, a Deputy, the Head of Care and a Deputy Head of Care; who between them have many years experience in working with young people. This management team meets on a regular basis and it was noted by the Inspectors that communication within this team was of a high standard.

A Senior and experienced member of staff is responsible for the leadership of each shift. This staff member in consultation with senior management and staff on duty ensures that the staffing compliment on duty can meet the needs of all Pupils.

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

80 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The Head Teacher and the Bursar have a responsibility to inform the Chairman of the Governors and Surrey County Council of any event that may cause a financial crisis within the school.

Standard 33 (33.1 - 33.7)

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

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

Standard 33 monitoring visits are taking place half termly as required, and reports were available to inspectors. All of these visits are taken on an unannounced basis with the visitor meeting with as many pupils and staff as is appropriate, and undertaking a comprehensive inspection, which covers the majority of the NMS.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector _____ **Signature** _____

Date _____

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

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

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

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

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

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

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

Print Name _____

Signature

Designation

Date _____

Or

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

[illegible]

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.