



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

9th & 10th 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

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

NCSC Classification

Residential Special School

Type of school

Specific learning
difficulties with
associated speech and
language difficulties

Date of last boarding welfare inspection:

06/03/03

Date of Inspection Visit		9 th & 10 th February 2004	ID Code
Time of Inspection Visit		9/3/04 0930-2030 10/3/04 0730 - 1430	
Name of NCSC Inspector	1	Mr S Sullivan	
Name of NCSC Inspector	2	Mr J Chivers	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Barry Huggett	

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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 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. At inspection there were 213 pupils on roll, 77 of whom are boarders.

Boarding facilities are split between the juniors in Main House and the seniors in St Anthony's. 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 located in a separate building with the majority of the rooms being doubles with a small number of singles. 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 works closely with the boarders to maintain open lines of communication, addressing general and personal welfare issues, difficulties and problems through use of personal boarder profiles, house meetings and a general open approach.

Behaviour management is effectively implemented with a definite focus on positive reinforcement, encouragement and praise. This compliments the school's approach to bullying that is now encompassing social skills work in conjunction with work done during the school day.

The boarders have access to a wide variety of well facilitated after school activities, utilising the schools resources and staff skill base, including music, sports, computing, canoeing and role-playing games.

There is a comprehensive approach to health and safety and risk assessment, covering all aspects of service delivery, premises and activities that is commended.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Although staff supervision has been addressed following the last inspection there are still areas where supervisory time needs to be formalised. Further formalisation of discussion with senior boarders regarding their welfare would be met by boarders commenting on and signing their care plan targets. A further review of the junior boarding house, which currently accommodates eight or nine boarders. The school would benefit from a full audit of staff files so that they fully comply with standard 27. All staff working at the school must have a current CRB enhanced check, and two written references on file, one of which must be from the previous employer. The potential for strangers to enter the site remains a problem as identified at the previous inspection. The school should give further consideration to this matter.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school maintains a homely and relaxed environment within the boarding setting contributing to a friendly atmosphere throughout the school. Boarding staff were confident, competent and committed to delivering a good standard of care and support to the boarders and communication between boarding, school, boarders and parents was seen to be effective and empowering. The school has built on the findings and recommendations of the last NCSC inspection and continues to provide a good standard of boarding provision to young people.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission 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?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
1	27	The school would benefit from a full audit of staff files.	3 months

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	26.3	Safety of windows and use of restrictors is reviewed to comply with health and safety requirements.	31 March 2004
2	27	Full audit of staff files to meet standard 27	Immediate 9/10 Feb 2004
3	30.2	Review supervision to include ancillary staff and head of care	31 March 2004

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	2	Review equal opportunities policy to include what is not tolerated.
2	4	Copies of the complaints procedure to be included in the school prospectus and displayed on boarders notice boards.
4	5	Staff to sign that they have understood child protection guidelines.

5	23	Further consideration should be given to the risk of strangers entering the school site.
7	24	A further review of the junior boarding house, which currently accommodates eight or nine boarders.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	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	NO
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	09/03/04
Time of Inspection	09.30 07.30
Duration Of Inspection (hrs.)	18
Number of Inspector Days spent on site	4.5

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the 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?	4
The school prospectus and welcome guide provide comprehensive information that is relevant and clearly presented. This was particularly commended in the last inspection and remains a good source of information.		

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 displays a high level of consultation with the boarders including a formal food committee and regular boarders meetings to discuss community issues such as the giving of rewards and sanctions.

Each boarder has an annual review meeting, with additional meetings called if there are any concerns. Younger boarders complete a personal profile booklet each term that gives their own views on their progress and any problems they may be encountering. Older boarders take part in the planning of their care and targets. It is advised that the older boarders comment on and sign their targets to ratify their participation.

The school has recently initiated parent feedback forms which they request the parents complete on a termly basis

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence

Standard met?

3

Inspectors observed staff to be sensitive and respectful to the boarder's privacy and confidentiality.

Telephones are available to boarders away from the main communal areas.

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 complaints procedure is included in the 'welcome guide' in a clear understandable way.

Staff were seen to have a positive approach in encouraging the boarders to raise issues of concern and regularly consult the boarders to ascertain problem areas and solutions.

It would improve the school's implementation of this standard if a copy of the complaints guidelines were included in the school prospectus or information pack for parents and displayed on the boarders notice board in a way that can be comprehended by the boarders.

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?

3

Staff questioned interviewed clear about procedures for reporting child protection concerns and had received recent training.

The Head teacher and head of care had attended the local authority two-day multi agency training and there are plans for more staff to attend in the coming year.

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

0

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

An anti bullying procedure is in place, and staff interviewed reported a proactive approach to bullying situations. Notes are recorded in the boarder's pastoral care report if bullying has presented as a problem.

Of 62 questionnaires completed 18 complained of being bullied 'sometimes' and 4 complained of being bullied 'often' or 'most of the time'. The majority specified verbal bullying such as swearing and name-calling. This is being addressed by using the school bullying policy as well as addressing social skills issues and citizenship in the broader context, throughout the school and boarding houses.

Percentage of pupils reporting never or hardly ever being bullied

65 %

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 and the head, as designated person, are aware of the requirement to report significant events to the relevant agencies.

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**

0

0

0

0

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>The school has clear policies and guidelines for dealing with situations of missing or absconding children.</p> <p>The school initiate regular checks on the whereabouts of boarders with staff informed of particular boarders likely to abscond.</p> <p>There was one incident of absconding in the past year that was appropriately dealt with and recorded, with the safe return of the boarder.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		1

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>Inspectors observed good relationships between staff and boarders, evoking a friendly atmosphere in the boarding houses and promoting open communication between boarders and staff. Staff were observed to be skilled in their interaction with boarders being consistent, approachable and supportive as well as maintaining a good level of behaviour from the boarders.</p> <p>The majority of parents and boarders ratified this view in their questionnaires and during conversation with boarders.</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?	3
<p>There is a proactive approach to behaviour management with a focus on rewarding positive behaviour. Junior boarders have a system of gold stars for commendable behaviour and black dots for unacceptable behaviour. Rewards are usually chocolate bars, and sanctions were seen to be reasonable. Older boarders have recently introduced their own system of recording commendable and acceptable behaviour. This was developed by staff and boarders following a request from boarders to change the old system.</p> <p>Sanctions are recorded in the boarding houses, with more serious incidents and sanctions being recorded in a separate sanction book monitored by the head of care and head teacher.</p> <p>All boarding staff interviewed had received training in physical restraint, but reported that they had no need to use this. There is a book available for the recording of restraints, monitored by the head of care.</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
<p>There is a written admissions policy that is followed by the school. The school provides at least one overnight stay for potential boarders to give the family an idea of boarding provision and the staff are able to give an insight as to how they will meet the needs of the boarder. There is a welcome guide for the boarder and family to help facilitate admission. The school are currently developing systems to ensure boarders are prepared for moving on from More House, with a focus on relevant life skills and the potential for certificated achievements in this area.</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
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Inspectors observed good communication between school and the boarding house staff. There are formal meetings during the day as well as informal meetings at coffee breaks that are well attended by both teaching and boarding staff. Staff interviewed found this a valuable aid to communication between disciplines, which helped and informed the pastoral care of the boarders.

Boarders complete their prep at set times in the classrooms facilitated by boarding staff. Boarding pupils are encouraged to watch the early evening news as part of their developing knowledge and understanding of world issues.

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
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There is a comprehensive and structured programme of after school activities, utilising the schools range of resources including formal and informal music groups, various sporting activities, computing, internet, videos, walking, and model making. The activities observed were well facilitated and relevant to the boarders attending.

There are also facilitated trips to local towns, which focus on life skills such as budgeting and independence, and the ability to take part in the Duke of Edinburgh award scheme. Following the programmed activities boarders have free time where they can relax or utilise the resources available.

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
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The school has a qualified nurse available in the sick bay and a G.P. who visits weekly. Medication is dispensed weekly into dosset boxes and given out by the head of care or deputy head. All medication is appropriately signed off with homely medication recorded and signed for in the daily logbook.

The nurse keeps relevant records for the pupils with clear relevant care plans for pupils when appropriate. All relevant information regarding boarders treated at sick bay during the day is reported back to the head of care at the end of the day. This information is disseminated to relevant care staff if appropriate.

There is a school counsellor and school chaplain available to boarders with emotional needs or problems they wish to discuss confidentially.

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

Meals were served in the dining room with staff sharing a separate table from the pupils. There was a reasonable choice of food, with a hot vegetarian option. Special dietary needs were seen to be catered for. There was provision for the preparation of snacks, primarily bread and toast, in the boarding houses. The food committee meets regularly to inform the chef of pupils likes, dislikes and suggestions for future menus.

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

Staff were seen to be helpful and empowering in assisting boarders to manage their money and choice of personal requisites and clothing, which are generally supplied from home.

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 has their own file, which includes relevant factual information regarding their pastoral care; appropriate care targets and regular termly reports and updates on information. Parents have a space where they can comment on the termly pastoral reports. The younger boarders complete a personal profile that gives their views on their progress and any problems or issues they have encountered.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence

Standard met?

3

Inspectors viewed a number of boarders' files and found them to be comprehensive, relevant, well organised 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

Boarders have access to the telephone and e-mail on a daily basis. There is facility to arrange calls at specific times for those boarders whose parents reside abroad.

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

The school had one boarder placed by their local authority, although they were not a 'looked after' child. The school maintained regular and relevant contact with the authority of this boarder.

The school is developing a certificated 'life skills' programme that should benefit boarders moving on from More House 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

By reviewing the boarders' pastoral records and parental questionnaires, and by interviewing boarders and staff it could be seen that the school responds to boarders individual needs effectively and appropriately. Boarders interviewed felt that there was always someone they could talk to, and the boarding houses were effective in maintaining an 'open door' approach to boarders.

Counselling services were available from a visiting counsellor and there was access to the school chaplain.

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 site has been significantly developed over the last few years, enhancing the facilities and boarding provision. The site is well lit at night, which is particularly important given that there are a number of steps to negotiate around the site. This restricts the suitability of the site for potential boarders with significantly reduced mobility. The potential for strangers to enter the site remains a problem from the previous inspection. The bursar and head teacher are aware of the difficulties and a risk assessment has been carried out. Staff have been made aware of the potential risks.

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
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The boarding accommodation was spacious, well presented and furnished, with a range of facilities including, television, video and various games. Boarders were able to personalise their bed space with posters and drawings. Overall the accommodation was well maintained although there were some maintenance issues that the head has been informed of and was in the process of rectifying. The standard requires that there are no more than four children in a bedroom. The school does not currently meet this standard as dormitories in the junior boarding house accommodate eight or nine boarders. The school is aware of this shortfall and hopes that following refurbishment of the boarding provision accommodation will be bought in line with the standard.

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

There are sufficient bath, shower and toilet facilities for the number of boarders accommodated, maintained to a reasonable standard.

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 approach to health and safety and risk assessment throughout the school is to be commended. All checks and assessments are fully documented, regularly reviewed and easily accessible. Staff are empowered to complete their own checks on a regular basis, and these are reviewed and followed up by the bursar.

Fire safety procedure is followed with regular reviews, drills and checks by the local fire safety officer, external contractors and More House staff.

Electrical wiring and appliances, together with gas and boiler fittings are regularly tested and serviced by approved external contractors.

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 that 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?

1

A review of several staff files by inspectors showed that there was not always evidence of relevant reference checks or CRB checks held on file.

The school must undertake an audit of all boarding staff files against this standard. All staff working within the boarding houses and the main school should also undertake a CRB check at Enhanced level.

Total number of care staff:

X

Number of care staff who left in last 12 months:

X

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

The number and deployment of staff was observed as sufficient for the number and needs of the boarders at the time of inspection. Staff interviewed said that they felt staffing levels were appropriate.

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 said that they were extremely well served with training opportunities, and were able to access training in house and externally.

The head of care and various care staff are currently undergoing training with the boarding schools association to meet the requirements of the last inspection.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?**

2

Staff reported feeling well supported by their peers and their managers, with the head of care operating an open door policy. Formal recorded appraisals for boarding staff are held termly.

New staff are supervised informally on a regular basis and have formal recorded supervision fortnightly.

Provision needs to be made for formal supervision of the head of care and ancillary staff.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The school was seen to be well organised with clear lines of accountability and open and effective communication throughout the staff and management structure. The head of care and boarding staff have begun a rolling programme of training to effectively implement the recommendation from the last inspection.

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

0 %

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

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?

3

A named person regularly visits the school making unannounced and announced visits, inclusive of relevant checks, with a written report provided to the head teacher as is required by the standard.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector _____ **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 9th & 10th February, 2004 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

Comments were received from the provider

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

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:

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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