



Making Social Care  
Better for People

# inspection report

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

## **Sunnydown School**

Portley House

152 Whyteleafe Road

Caterham

Surrey

CR3 5ED

14th December 2004

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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

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

Sunnydown School

**Address**

Portley House, 152 Whyteleafe Road, Caterham, Surrey,  
CR3 5ED

**Tel No:**

01883 342281

**Fax No:**

01883 341342

**Email Address:**

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

Surrey Children`s Services

**Name of Head**

Mr M Armstrong

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

9/12/03
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<b>Date of Inspection Visit</b>		14th December 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		9:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mr J Croft	155505
<b>Name of CSCI Inspector</b>	<b>2</b>	Mrs S Delliston	159980
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr M Armstrong, Head Teacher. Mrs T Hawkins, Head of Care.	

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Sunnydown 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**

Sunnydown School is a Residential and day Special School for pupils with an emotional and/or a learning difficulty. The school is fully maintained by Surrey Local Education Authority. The school is located in a pleasant residential area of Caterham in Surrey. The boarding facilities in this school are situated within the original building and in a separate modern building.

A Residential Care Staff team, who are responsible for meeting each pupil's welfare and Care needs, staff the Residential provision.

Junior and senior boys live in separate residential areas, which are well furnished and equipped appropriately.

The school is surrounded by a large area of well-maintained grounds, which includes a large astro-turf sports ground and play area.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

### **Statement of Purpose Standard 1**

This Standard was assessed and met.

The school's Prospectus, Statement of Purpose and "Welcome to Sunnydown" booklet for new pupils, provide a description of the school's care principles and practice for boarding pupils.

### **Children's Rights Standards 2 to 4**

Three of the standards assessed were met.

Pupils and staff told the Inspectors about the School Council that is made up of pupils from each year group and meets on a weekly basis. Through this forum, pupils have the opportunity to raise matters that concern them about school life, make suggestions and participate in a small way in how the school is run.

The school has a Confidentiality Policy and Procedure in place. Pupils' personal information was kept secure and their files were arranged in such a way that very personal information was not part of the day-to-day information shared.

The school has a Complaints Procedure and an excellent complaints booklet for pupils with a procedure for dealing with complaints. Within this are good illustrations to define concerns pupils may have and details of the Commission for Social Care Inspection.

### **Child Protection Standards 5 to 8**

Four of the standards assessed were met.

The school has published a Child Protection Procedure that makes reference to the Surrey Child Protection Committee Manual of Child protection Procedures'. There is also a copy of the Manual dated September 2003.

The school has a comprehensive Anti-bullying policy, which is currently being updated, and was viewed by the Inspector. This document included information on the different types of bullying, ways of addressing bullying, and strategies for dealing with bullying.

The school has a system in place for responding to significant events and notifications were being made appropriately.

From discussions with staff and the Management Team there was an understanding as to how the school would respond if a pupil becomes missing without authority. In the school's Statement of Purpose unauthorised absences are mentioned.

### **Care and Control Standards 9 to 10**

Two of the standards were assessed. One standard was met. One standard was exceeded.

The relationships between the pupils and staff were observed to be positive, relaxed and friendly. Pupils spoken to stated that the staff were very good, and that they can talk to any member of staff if they had any problems or concerns. There was a genuine sense of caring between pupils and between staff and pupils.

### **Quality of Care Standards 11 to 16**

Six of the standards were assessed. Five of the standards were met. One standard was exceeded.

From discussions with staff and from pupil's files the inspectors evidenced that information was shared with new pupils and their parents prior to admission and informal visits to the

school were made. The pupils' files contained an adequate amount of information about the child's background, information from parents and other professionals in relation to health, education, behaviour, and speech and language.

Individual Educational Plan targets are incorporated into the Children's Care Plans, and these are worked towards with the child and his key worker.

The inspector viewed activities in progress during the inspection and found them to be purposeful and enjoyable.

The school provides a very good range of play and leisure activities for the pupils, both within and outside of the school. It was pleasing to evidence the Head of Care monitoring the leisure activities.

All of the requirements made following the specialist pharmacist inspection of December 2003 had been met in full.

The school provides a good range of meals for the Children. Meals sampled by the inspectors were found to be varied and appetising.

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

### **Care Planning and Placement Plan Standards 17 to 22**

Five of the standards were assessed. Four of the standards were met. One standard was exceeded.

Care Plans viewed by the Inspectors continue to be of a good standard. Each pupil has a designated key worker, who provides guidance and support. The key worker has the responsibility of writing Care Plans with the pupil.

The school holds a private record of each boarding pupil, which includes their history and progress.

The school promotes and encourages contact between the pupils and families. Pupils and staff told Inspectors that no restrictions were in place on contact and telephones were made available to pupils to make calls.

The school provides a good level of individual support to the boarding pupils. Each pupil has an identified key worker who has the responsibility for overseeing the pupil's social and emotional needs, and enabling targets in the Care Plans to be met.

### **Premises Standards 23 to 26**

Four of the standards were assessed. Three of the standards were met. One standard had a minor shortfall.

The bedrooms are numbered and spacious with up to four pupils sharing.

The boarding areas consist of four bedrooms in each of the senior and junior houses, and they were all of a good size. Beds were reasonably spaced out and there was not a sense of overcrowding.

The school has commenced the refurbishment of the bathroom facilities.

The school has a comprehensive Health and Safety Policy Statement in which is stated that risks affecting the school have been assessed by Surrey Education Services, and the appropriate school staff will assess risks specific to Sunnydown School.

### **Staffing Standards 27 to 30**

Four of the standards were assessed. Three of the standards were met. One standard had a minor shortfall



All new care staff receive a “Welcome to Sunnydown School” handbook and undergo a six-week induction period.

The school has a Staff Development Plan. The Head of Care has the overall responsibility for ensuring that care staff receive supervision.

The Senior care officers conduct monthly supervisions for care officers.

### **Organisation and Management Standards 31 to 33**

Three of the standards were assessed and met.

From discussions with the management and staff and the reports from the person carrying on the business of the school, the Inspectors were satisfied that 32.1 is currently sound in terms of the business management of the school.

The person carrying on the school has made regular visits, and reports for these were available for inspection.

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

### **Staffing**

It is recommended that the school reviews the criteria for Standard 27 and take action to ensure that all relevant checks are conducted.

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

It was most unfortunate that at very short notice, due to unforeseen circumstances, there had to be a change in the lead Inspector. However, the Inspectors would like to thank the staff and boarding pupils for their honesty during this inspection.

The quality of care for the welfare of the boarding pupils is a positive attribute of Sunnydown School. The Inspectors observed how positive the interactions between pupils and Care Staff were, and that boundaries are maintained in an appropriate manner.

Care Plans were informative and well written with the boarding pupils. Parents are kept informed at all times on the progress being achieved by their child.

Support is provided during the evenings to help the pupil's with their homework. Care staff communicate with the teachers through the home/school diary. Care staff contribute to the annual reviews and write termly reports on the progress boarders are making in relation to their behaviour, effort and contribution to school life.

The school provides a very good range of play and leisure activities for the pupils, both within and outside of the school.

It was pleasing to note that the pupils' suggestions are listened to and acted upon.

The inspectors acknowledge the continuing work on the refurbishment of the premises that will enable the school to fully meet the standards outlined within the National Minimum Standards for Residential Special Schools.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

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

NO

NO

The grounds for any Notification to be made are:

## IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NA

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

No	Standard	Recommended actions	
2	RS24	It is recommended that a review of the windows located in the dormitory corridor of the senior Pupils area should be undertaken.  <b>Please see comments below.</b>	31/03/04
4	RS26	It is recommended that Management of the school consider the installation of a closed circuit television system to enhance the security of the premises.  <b>Please see comments below.</b>	31/03/04
2	RS24	The school management were unclear as to what exactly the Inspector was referring to, and therefore this recommendation will be removed.	

4	RS26	The school management has fitted key coded pads to all external doors that has enhanced the security of the school. This recommendation will therefore be removed.	
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## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS25	The single toilet in the senior dormitory must be redecorated.	30/4/05
2	RS27	It is recommended that the school reviews the criteria for Standard 27 and take action to ensure that all relevant checks are conducted.	By the next inspection.

### 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	RS3	The school must review how privacy could be better promoted for boarding pupils who wish to dress and undress in private.
2	RS14	It is recommended that all entries in the Controlled Drugs registers are signed and not initialled, as a signature is less readily forged.
3	RS15	It is advisory that the school provide the head cook with the appropriate training required to carry on her role.
4	RS16	Pupils' pocket money should be kept in individual money bags/purses in the cash tins.

5	RS29	That the school follow the training as stated in Appendix 2 of The National Minimum Standards for Residential Special Schools.

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	NO

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	14/12/04
Time of Inspection	9.00
Duration Of Inspection (hrs.)	35
Number of Inspector Days spent on site	4

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

## SCHOOL INFORMATION

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

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

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

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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



## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The school's Prospectus, Statement of Purpose and "Welcome to Sunnydown" booklet for new pupils, provide a description of the school's care principles and practice for boarding pupils. The information collectively covers that outlined under 1.3 of this standard. The information is written clearly and can be understood by pupils, parents and professionals. The Statement of Purpose is a separate document and describes what the school sets out to do, the philosophy, ethos and the range of needs to be met. The school has policies and procedures in place that supports the care and teaching functions of the school. From discussions with staff and from observations made during the inspection, the Inspectors found the transition from teaching to care made easy for boarding pupils.

## 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
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Pupils and staff told the Inspectors about the School Council that is made up of pupils from each year group and meets on a weekly basis. Through this forum, pupils have the opportunity to raise matters that concern them about school life, make suggestions and participate in a small way in how the school is run. Pupils are allocated individual key-workers and pupils spoken to during the inspection felt they could talk to their key-worker informally about any day-to-day difficulties. Each dormitory has a Suggestion Book that pupils could communicate with the school. The book in the junior dormitory was seen and dated from 6/10/04. From the content, the Inspectors were satisfied that pupil's views were listened to and acted on.

There was evidence on pupil's files that suggests good communication exists between the school and parents and this was supported by staff with weekly telephone contact to keep parents informed. Pupils were supported to attend their annual review meetings if they wished to do so or have their views conveyed by their parents or staff. Parental questionnaires evidenced that parents have good contact with the school and that they attend all meetings pertaining their child.

**Standard 3 (3.1 – 3.11)**

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

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

3

The school has a Confidentiality Policy and Procedure in place. Pupils' personal information was kept secure and their files were arranged in such a way that very personal information was not part of the day-to-day information shared. From discussions with staff the Inspectors found that the principles of confidentiality were upheld.

From observations during the inspection the staff team were respectful towards pupils by their manner, language and interaction. Pupils informed the inspectors that they had access to telephones to make calls and some pupils had their own mobile telephones. To make private calls, pupils stated that they could use their mobile telephones or use the telephone in the surgery. The school has two pay telephones. The Inspectors were impressed with the school's practice of allowing pupils to keep their mobile telephone during the school day. This has enabled pupils to be responsible and respect the trust placed on them.

The pupil's bedrooms are 'open plan' in design and pupils had adequate space. There was however, no space for privacy to dress and undress with dignity if pupils so wished. It is advised that the school be more proactive in promoting privacy for pupils to be able to dress and undress in private.

The shower had curtains and toilet facilities had doors fitted to promote privacy for personal care.

**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 an excellent complaints booklet for pupils with a procedure for dealing with complaints. Within this are good illustrations to define concerns pupils may have and details of the Commission for Social Care Inspection. The contact details for Childline are displayed on notice boards in the dormitory's upstairs hallway and on notice boards downstairs, along with the procedure for making complaints. The school had systems in place for pupils to make a complaint.

The school has an Independent Listener from the Surrey Children's Rights Involvement Partnership and Advocacy Team (SCRIPT) who visits the school regularly. The Inspectors were made aware that pupils' wishing to see the Independent Listener give a slip of paper to staff and this is passed on.

The school's complaints book was seen and no complaints were recorded from internal or external individuals.

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

0

**Number of above complaints substantiated:**

X

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

0

**Number of above complaints substantiated:**

X

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

3

The school has published a Child Protection Procedure that makes reference to the Surrey Child Protection Committee Manual of Child protection Procedures'. There is also a copy of the Manual dated September 2003. The school Child Protection procedures outline the aim of the policy, and a signs and symptoms guide as an indicator for possible investigative action. The Inspectors were encouraged to see that 'incident slips' were completed in relation to informal concerns raised and records were maintained.

Staff interviewed stated that they had received internal Child Protection training and senior staff attended an external two -day course. The school provides refresher training annually and some School Governors have had training since the last inspection. Staff demonstrated a good knowledge of abuse, the different forms of abuse and the procedure that is in place for dealing with allegations and suspected incidents.

The Inspectors were made aware that the School Governors had received Child Protection Awareness training.

**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

The school has a comprehensive Anti-bullying policy, which is currently being updated, and was viewed by the Inspector. This document included information on the different types of bullying, ways of addressing bullying, and strategies for dealing with bullying. Pupils spoken to said that bullying was not a particular problem on the boarding side, but there is some teasing that happens. It is usually the day pupils who do the bullying.

The school offers support to both the bullied and the bully. Staff are aware of the policies and procedures, and respond accordingly to bullying. Parents are always informed of incidents and invited into the school to have discussions with the Head teacher and their child. This was confirmed during discussions with care staff.

Anti-bullying policy is due to go to the Governors in January 2005 for ratification.

**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 has a system in place for responding to significant events and notifications were being made appropriately. From records examined and discussions with the Management Team, the Inspectors were not made aware that any significant events as outlined under 7.2 had taken place since the last inspection. The Commission for Social Care Inspection has not received any notifications in relation to this standard in the last twelve months.

The school has a Significant Incidents Book and this contained a record of an incident relating to bullying that occurred in November 2004.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

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

0

0

0

0

<b>Standard 8 (8.1 - 8.9)</b>		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>From discussions with staff and the Management Team there was an understanding as to how the school would respond if a pupil becomes missing without authority. In the school's Statement of Purpose unauthorised absences are mentioned. These are absences without explanation and missing pupils. These appeared to focus on general school absence without an explanation from home.</p> <p>The school has a comprehensive Missing Pupil Policy that gives clear guidelines on the actions to be taken upon discovering that a pupil has gone missing. No incidents of this nature have occurred since the last inspection.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

### Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	4
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The relationships between the pupils and staff were observed to be positive, relaxed and friendly. Pupils spoken to stated that the staff were very good, and that they can talk to any member of staff if they had any problems or concerns. Observations during evening activities evidenced pupils freely conversing with staff, asking appropriate questions and being supported during the activity.

Boarding pupil's time is structured with clear routines and boundaries. There was some flexibility and choice within this. Staff had received Positives Options training and pupil's behaviour was managed within the schools expectations, rules, rewards and sanctions. There was a genuine sense of caring between pupils and between staff and pupils. One comment made was that the staff "was like your mum and dad."

Achievements and good behaviour is rewarded through the traffic light system. Each child begins the week on an amber light. The colour of the light they achieve determines the activities they can choose for the evening. Children who are heading towards a red light are actively encouraged by staff to avoid this through offering advice and ideas of how to stay positive. Gaining three green lights in a row is rewarded through children having a go in the lucky dip, which they can pull out chores that staff can do for them, and other extra treats.



**Standard 10 (10.1 - 10.26)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

The school has a Discipline Policy in place that includes a Code of Conduct based on respect. The Policy outlines major breaches of discipline and the sanctions used by the school. These range from verbal reprimand and loss of free time to exclusion. The school has in place a Significant Incidents Book, Discipline Book, Physical Restraint Book and a Sanctions Book. The school has a Behaviour Modification Policy and uses behaviour modification strategies to change individual children's behaviour. One positive system is the traffic lights that were evidenced to be working well. The use of sanctions was discussed with pupils and staff and the general view was that these were considered to be fair.

The above books were viewed and incident sheets on pupils files read. In the Sanctions Book a bullying incident that occurred on the 19/11/04 involving three pupils (2 boarders) was recorded. The incident resulted in exclusions of four days for two pupils.

The Physical Restraint Book is a bound and numbered book and this had no entries. From discussions with staff and other records viewed, the Inspectors were satisfied that no incidents requiring restraint had taken place.

The Significant Incident Record Forms had been completed and these records included the circumstances leading to the incident, measures taken, and the records are signed and dated.

Parental questionnaires evidenced that not all parents have been informed about the sanctions the school uses. However, those who are aware of the sanctions used stated that they thought them to be fair and appropriate.

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

### Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	3
<p>The school has an Admissions Policy and criteria for admission into Sunnydown School, and this is clearly outlined in the Statement Of Purpose. All pupils have a statement of Special Educational Needs. Pupils aged fourteen plus begin preparation for leaving at sixteen. Pupils and parents are offered support by the school through this process. Surrey Connexions Personal Advisor is involved during this planned transition into college, employment or training.</p> <p>From discussions with staff and from pupil's files the inspectors evidenced that information was shared with new pupils and their parents prior to admission, and informal visits to the school were made. The pupils' files contained an adequate amount of information about the child's background, information from parents and other professionals in relation to health, education, behaviour, and speech and language. There was evidence that reviews of pupils' statements take place.</p> <p>Parental questionnaires evidenced that parent's attend all meetings held at the school about their child. Pupils are also supported and encouraged to attend and take an active part in these meetings.</p> <p>A sample of five 'Home To School Diaries' were read and includes the Home/School Agreements, code of conduct, general rules, illness and accidents, health and safety, a homework timetable and bullying. There is space for general comments/communication between the school and home and recordings have been made.</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

Care staff ensure that the boarders arrive at school with all that they need for the days lessons. Care staff provide support to the pupils during the evenings with their homework, and communicate effectively with the teachers through the home/school diary. The Head of Care attends a weekly meeting with the teachers on Wednesdays. Discussions with other school staff evidenced that the care staff work well in supporting the boarding pupils in the educational progress.

Each child has a comprehensive Educational Plan, which is regularly reviewed. The Individual Educational Plan targets are incorporated into the Children's Care Plans, and these are worked towards achieving with the child and his key worker.

Care staff contribute to the annual reviews and write termly reports on the progress boarders are making in relation to their behaviour, effort and contribution to school life.

**Standard 13 (13.1 - 13.9)**

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

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

4

The school provides a very good range of play and leisure activities for the pupils, both within and outside of the school. The inspectors viewed activities in progress during the inspection and found them to be purposeful and enjoyable. It was evidenced that the activities provided are carefully planned and risk assessed. Pupils choose the activities they wish to partake in. One activity is run over a six-week period, which pupils must commit to. At the time of the inspection this was a cooking activity. The pupils were pleased with what they had cooked, and were able to explain to the Inspectors how they had prepared the ingredients. They proudly offered tasters to the staff and Inspectors.

It was pleasing to evidence the Head of Care monitoring the leisure activities. The purpose of this is to provide feedback to the staff concerned.

Activities offered to the pupils include football, cookery, trampoline, model making, music, and art and craft. External activities are also offered to the pupils.

**Standard 14 (14.1 - 14.25)**

The school actively promotes the health care of each child and meets any intimate care needs.

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

3

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

New procedures had been produced to provide staff with detailed guidance and to promote consistency within the school. The school had adopted a new system for recording the administration of medication to pupils and these provided a clear means of recording medication administration and any non-administration, with the reason for the non-administration. A clear system for recording the receipt and return of all medication within the school was in place, with an audit of medication usage being undertaken each month. Controlled Drugs cupboards and registers were now available for the secure storage and auditing of Controlled Drugs prescribed for pupils. All medication is stored securely, within locked cupboards or refrigerator, with prescribed and non-prescribed medications stored separately. It was pleasing to see that the pupils were encouraged to hold and administer their own asthma inhalers. This was done with the support of a documented risk assessment. Clear treatment plans were available for pupils who were prescribed medication for use only in an emergency. These gave details of when to administer the medication and what to do following the administration of medication. A number of staff had received additional training in the use of this specific medication and a list of their names was kept with the medication.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

**Key Findings and Evidence**

**Standard met?**

3

The school provides a good range of meals for the pupils. Meals sampled by the inspectors were found to be varied and appetising. Choices are offered at the main meal and appropriate alternatives are offered to those who for health, religious or cultural reasons could not eat the meal provided. Breakfast consists of a choice of six cereals, fruit juice, toast and spreads and tea. Once a week the boarders are provided with a cooked breakfast. Menus viewed evidenced that meals are varied throughout the week.

Meals were observed to be friendly, organised and well managed. Staff and pupils were conversing with each other throughout the mealtimes. The pupils conversed with the Inspectors during meals which evidenced them also being sociable occasions.

The kitchen was well maintained and had recently been refurbished. The appropriate records of the fridge, freezer, cooked meat and food delivery temperatures were maintained.

It was pleasing to note that the pupil's suggestions are listened to and acted upon. One pupil proudly told the Inspector that it was his suggestion that they had croissants for breakfast.

The school employs three cooks. The head cook, to date, has only recently joined the school. Her experience has been that of cooking for her family. It is advisory that the school provide her with the appropriate training to carry on her role.

Pupils spoken to stated that the food is always good at Sunnydown School.

Parental questionnaires commented that the school lunches have too many carbohydrates and raised questions as to whether the children are given enough fresh fruit and vegetables. At the time of the inspection fresh fruit and vegetables were included on the 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

The provisions of clothing and personal requisites are parents' responsibility to provide. The school holds a stock of supplies that the pupils can have access to should the need arise. Pupils are able to go to the local shops with staff to buy personal items.

Pocket money is maintained in each of the care groups. Records are accurately maintained, and are signed by both the pupil and the staff member dispensing the pocket money. It is advised, for the ease of auditing individual's pocket money, to use separate bank bags, or other containers, for keeping each pupil's pocket money, which can also be locked in the money tin.

After the school day, pupils are encouraged to wear appropriate clothes of their own choosing.

## 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
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Care Plans viewed by the Inspectors continue to be of a good standard. Each pupil has a designated key worker, who provides guidance and support. The key worker has the responsibility of writing Care Plans with the pupil. Care Plans include one target taken from the Individual Education Plan and a target the pupil chooses for himself. These targets are realistic and achievable. These are worked on throughout the school term and comments on the progress being made are entered every week. The pupil and the key worker write comments on the Care Plans. Care plans are viewed and signed off by a Senior Carer and the Head of Care.

Pupils spoken to were aware of the contents of their Care Plans and targets they are working towards achieving.

The Head of Care has devised a new format for the Care Plans, which she is introducing to the care practice. These new Care Plans are child friendly, using simple language, pictures and photographs, and allows the pupil to record his likes, dislikes and what he would like to learn and to achieve.

**Standard 18 (18.1 - 18.5)**

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

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

3

The school holds a private record of each boarding pupil, which includes their history and progress. The files viewed by the Inspectors and were found to include the pupil's name, gender, date of birth, home address, parents contact details, Statement of Educational Needs, letters from parents, termly reports and annual reviews.

These records are kept locked in the Administrator's office.

**Standard 19 (19.1 - 19.3)**

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

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

3

The Inspectors viewed a wide range of the school's records that included policies and procedures, pupil's medical and care files, staff files, reports, assessments, risk assessments, care plans, duty rosters, incident sheets, visitors book, menus, activity programmes and records relating to standard ten and twenty-six.



**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

The school promotes and encourages contact between the pupils and families. Pupils and staff told Inspectors that no restrictions were in placed on contact and telephones were made available to pupils to make calls. There were rules however, about the use of mobile telephones during the school day, but boarding pupils would not be denied contact if their need was genuine or the situation of importance. Some pupils had mobile telephones and had the freedom to use these within reason, outside the school day. The Inspectors were encouraged that the school did not have a policy for telephones to be handed in during the school day. Pupils were trusted and seemed to respond positively to the responsibility. Pupils could receive calls into the school and speak to their parents, family and siblings. New boarders are allowed time to adjust and staff were flexible and understanding that they may need more frequent contact with home until they felt more settled.

Parent questionnaires evidenced that all parents are encouraged to visit and maintain contact with their child throughout the school terms.

**Standard 21 (21.1 - 21.2)**

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

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

9

NA

**Standard 22 (22.1 - 22.13)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

The school provides a good level of individual support to the boarding pupils. Each pupil has an identified key worker who has the responsibility for overseeing the pupil's social and emotional needs, and enabling targets in the Care Plans to be met. The school use an external agency called Surrey's Children's Rights Involvement Participation and Advocacy Team (SCRIPT) as the independent person who visits the school frequently. Boarding pupils stated that they could talk to any member of staff at the school if they had any problems or required help with homework.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school is located in a pleasant residential area of Caterham. The boarding facilities for the juniors are situated upstairs in the original building and seniors in a separate modern building. The school is surrounded by a large area of well-maintained grounds that are accessible to pupils for games and sport activities. Car parking is at the front of the school.

The bedrooms are numbered and spacious with up to four pupils sharing. The premises are pleasant with high ceilings. There is a main stairway leading to the boarding area. The junior common room had been refurbished and decorated and has new furniture. It is a very spacious, comfortable room that overlooked the grounds. At the time of the inspection the school was decorated for Christmas and added a positive festive feel to the environment. There is a small music room in the downstairs area of the school equipped with different musical instruments for pupils. These include drums, guitar and an organ. Pupils told the Inspector that they have access to this equipment before or after homework and sometimes as part of an activity.

The senior boys bedrooms were appropriately furnished and pleasantly decorated. The pupils had personalised their own space through wall posters and bringing into the school personal items of their choosing. The corridor walls were appropriately decorated with items that the pupils had made and /or drawn during activities. The common room was furnished and equipped with television, DVD, Video, table and chairs, adequate seating and a fish tank.

The school has systems in place to ensure unauthorised persons do not have access and the school is secured. The Inspectors did not observe any physical restrictions on normal movement within the boarding accommodation. There was evidence from pupils activities programme that the school makes every effort to maintain appropriate links with the local community.

The school does not accommodate pupils with disabilities. 23.2 of this standard was therefore not included as part of this inspection.

**Standard 24 (24.1 - 24.19)**

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

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

The boarding areas consisted of four bedrooms in each of the senior and junior houses, and they were all of a good size. Beds were reasonably spaced out and there was not a sense of overcrowding. The rooms were nicely decorated and adequately furnished with sufficient wardrobes and drawer space to meet the needs of pupils. The Inspectors were pleased to note that bedrooms had space so that pupils could 'play in their room' if they wished and this was a good reflection of home life. Pupils had personalised their space and the room generally with a range of personal posters of cars, Harry Potter, Lord Of the Rings, Spider Man, football, action heroes and their personal electrical equipment, toys and games. Pupils had bedside lighting and the rooms were generally comfortable and welcoming in appearance. The rooms all felt warm during the inspection and pupils raised no concerns around ventilation inadequate heating or feeling cold.

Fire exits were clearly marked and clear of obstacles on the day of the inspection. The school has addressed the recommendation from the previous inspection in reference to the fire escape hatch. This room is no longer used as a bedroom and a risk assessment, as advised by Surrey Fire and Rescue Team, has been undertaken. This was evidenced during the inspection.

The Inspector noted that there was a water stain on the ceiling in the main hallway of the Junior accommodation. This was explained as the result of a leak in the accommodation above that had been addressed. The school is aware that this area will need decorative repairs in the future.

Pupils have lockable storage for their personal possessions and space for studying is available. The school has facilities for laundering pupils bedding and clothing and the inspectors noted that pupils bedding appeared clean and their presentation for school was excellent. Pupils stated that they were able to see family or visitors privately. The sleep-in rooms were located close by for a response to pupils night time needs and pupils were aware of the staff on sleep-in duty.

**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?**

2

The junior toilets and bathroom facilities had been refurbished and are now attractive facilities for pupils. Shower rooms have curtains fitted for privacy and the toilets have doors fitted. There are sufficient washbasins for pupils and they were generally happy with these new improved facilities. There was a second bathroom for pupils in dormitory three and four that had two showers, two toilets and three washbasins. Showers had drinking water facility and were clean and tidy on the day of inspection. A single toilet and a bathroom and toilet facility were also provided. Pupils said they preferred the showers but it was an added facility if they preferred.

The senior toilet and bathroom facilities were viewed with last year inspection comments in mind. The school has commenced the refurbishment of the bathroom facilities. However, the single toilet is in urgent need of redecorating as the paint on the wall behind the door looks as if it has either been peeling off, or scraped off, for some time. A recommendation in respect of this has been made. The senior facilities consist of four toilets; four sinks, three showers and one bath, and therefore meets the requirements for this 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?**

**3**

The junior boarding accommodation windows were fitted with locks for safety and security. The school has safety measures and systems in place and staff are vigilant. Fire extinguishers are in place throughout the school and these had been checked. Fire exits were free of obstacles and clearly identified. Fire evacuation instructions were displayed in pupil's dormitories and throughout the school. Pupils were able to explain to the Inspectors the process of evacuation and where the fire assembly place was in the event of a fire.

The Inspectors saw evidence that electrical appliances had been checked on the 12<sup>th</sup> December 2004 and there was a general repairs book for day-to-day repairs and maintenance work to be carried out. This is checked on a daily basis by the Caretaker who is responsible for duties and other tasks relating to plumbing, heating, security and general maintenance around the school.

The boys are involved in gardening activities and interest during the summer months and have access with supervision to the green house. The school has a tool shed that was locked at the time of the inspection.

The last fire drill was carried out on 1/11/04 and evacuation was speedy and efficient.

All leisure activities for the boarding pupils are risk assessed by the staff member responsible for the planning. The Inspectors evidenced these during the inspection.

The school has a comprehensive Health and Safety Policy Statement in which is stated that risks affecting the school have been assessed by Surrey Education Services, and the appropriate school staff will assess risks specific to Sunnydown School.

## **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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The Inspectors viewed a sample of staff files in relation to this standard and interviewed staff at all levels working in the school. The Inspectors were made aware that some members of staff had no Criminal Record Bureau checks and this represented staff members who had been employed in the school for a long period of time and some employed from 2000. Two of the Care Staff files sampled had no reference number of the Criminal Record Bureau check recorded.</p> <p>There was inconsistency with staff files, as some staff recruited in 1995 had two references and a Criminal Record Bureau checks, and one staff recruited in 2003 had only one reference.</p> <p>It is recommended that the school review the criteria for Standard 27 and take action to ensure that all relevant checks are conducted.</p>		

<b>Total number of care staff:</b>	6.5	<b>Number of care staff who left in last 12 months:</b>	2
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**Standard 28 (28.1 - 28.13)**

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

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

3

The care team consists of the Head of Care, two Senior Care Officers, and three full time Child Care Officers and one part time Child Care Officer who is also the teatime cook.

The Care Staff work a split rota system. At the time of the inspection the duty rota evidenced that there were a minimum of five staff on duty each shift. Two members of staff sleep-in each night through the week.

Some teaching staff work extraneous duties in the evenings throughout the week. The Head teacher and Deputy Head teacher share the on call duties.

**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 care staff receive a "Welcome to Sunnydown School" hand book, which includes information about the school, staff, children, care team, routines, Complaints Procedure, Child Protection and other information to aid the care worker in their role. New care staff undergo a six-week induction period.

The school has a Staff Development Plan. Training care staff have received include Child Protection, First Aid, NVQ assessor training, Food Hygiene, and NVQ training.

Staff members have formal supervision once a month. Records of these were evidenced during the inspection.

The Inspectors advised the school to follow the training as stated in Appendix 2 of The National Minimum Standards for Residential Special Schools.

**Standard 30 (30.1 - 30.13)**

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

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

3

The Head of Care has the overall responsibility for ensuring that staff receive supervision. The Senior care officers conduct monthly supervisions for care officers. The Head of Care conducts supervision for the Senior care staff and annual appraisals for all care staff. Topics discussed during supervision include the previous supervision notes, issues staff wish to discuss, concerns and training.

The Head of Care stated that the Head teacher conducts regular supervision for her and an annual appraisal. Records of these were not sampled during this inspection.

Feedback from the staff questionnaires indicated that fifty percent of the staff felt that they receive a lot of support and guidance that helps them to carry out their roles.

## 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
<p>The school is committed to staff training and development and has produced a Care Staff Professional Development Plan, which was updated in September 2004. The Inspectors viewed this document.</p> <p>The Head of Care informed the Inspectors that they have had a lack of consistency with external assessors assessing the NVQ 4 work that has been undertaken.</p> <p>The Head of Care has completed the A1 and A2 Assessors Award and is currently undertaking the NVQ 4. One Senior Care Staff has completed the NVQ 3 and has commenced the A1 and A2 Assessors Award Training. One other Senior Care Staff is currently undertaking the NVQ 4, one Care Staff is undertaking the NVQ 3 and another two Care Staff are registered to commenced NVQ 3 training.</p>		
<p><b>Percentage of care staff with relevant NVQ or equivalent child care qualification:</b></p>	15	%

**Standard 32 (32.1 - 32.5)**

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

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

3

From discussions with the management and staff and the reports from the person carrying on the business of the school, the Inspectors were satisfied that 32.1 is currently sound in terms of the business management of the school.

From the records viewed during the inspection the Inspectors were not satisfied that the monitoring of records in relation to 32.2 of this standard were fully met. The school is advised to ensure records in relation to this standard are monitored and signed in accordance with the timescales. The Inspectors saw evidence that 32.4 of this standard had been met.

**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

From discussions with the management team and staff, the Inspectors were satisfied that the Governing Body plays an active role and promotes the ethos and principles outlined in the school's Mission Statement.

The person carrying on the school has made regular visits and reports for these were available for inspection. Reports seen were dated 25/3/04, 11/5/04, 22/7/04, and 30/9/04 and were all unannounced.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

[Empty box for Lay Assessor's Summary]

**Regulatory  
Inspector**

**Joseph Croft**

**Signature**

**Date  
Regulation  
Manager**

**Sally-Anne Floyd**

**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 14<sup>th</sup> & 15<sup>th</sup> December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

NO

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 14 April 05, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NA

Provider has declined to provide an action plan

NO

Other: <enter details here>

NA

**D.3 HEAD'S AGREEMENT**

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

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

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

**Or**

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

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

**Commission for Social Care Inspection**  
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