

# inspection report

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

## **Starhurst School**

Chart Lane South

Dorking

Surrey

RH5 4DB

29th & 30th November 2004

## **Commission for Social Care Inspection**

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

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

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

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

## **Inspection Methods & Findings**

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

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

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

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

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

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

**SCHOOL INFORMATION****Name of School**

Starhurst School

**Address**

Chart Lane South, Dorking, Surrey, RH5 4DB

**Tel No:**

01306 883763

**Fax No:**

01306 885951

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

Surrey Children's Services

**Name of Head**

To Be Confirmed

**CSCI Classification**

Residential Special School

**Type of school**

EBD

**Date of last boarding welfare inspection:**

24/02/04

<b>Date of Inspection Visit</b>		29th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Camilla Wood	120496
<b>Name of CSCI Inspector</b>	<b>2</b>	Sheila Delliston	
<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 J Watson	

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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 Starhurst School

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

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

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

At the time of the inspection the school was going through a major building programme. One impact of this re-development has been a temporary reduction in the number of boarding places with only two of the usual four boarding lodges open during the inspection. Relatedly, boarding places were not being offered to pupils in years 7 and 8, to avoid a wide age range of boarders being accommodated within the same lodge accommodation.

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

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

As found at the last inspection, the residential social work team continue to be a strength of the school. Staff are skilled in developing and maintaining good relationships with pupils; they are respectful and valuing of them and showed great commitment to developing young people's potential.

Systems for care planning work well; staff have a good overview of individual pupil's needs and how they are to be addressed.

Child protection procedures and practice are robust. Staff work closely with external agencies to support pupils' safety and welfare. Training has been provided to ancillary staff, as recommended at the last inspection.

Good efforts are made to consult with pupils and to work in partnership with their families, both in relation to education and to boarding issues.

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

The key area for development remains the quality of the residential environment. Because the school re-development is now well underway, no recommendations have been made in this area, although relocation to the new residential provision clearly remains a top priority for boarding improvement.

The recommendations that have been made relate to the need to more fully implement supervision and appraisal systems, and to fine tune some administrative processes.

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

Inspectors concluded that Starhurst continues to provide a good standard of care and welfare to boarding pupils. Pupils spoke positively about the school, and interacted well with boarding staff.

Management of the boarding works well; senior staff have a good overview of pupil welfare issues and systems of communication within the care team are effective.

All staff and pupils who met with inspectors participated positively in the inspection process; they were thoughtful about areas for development and also justifiably proud of the school's achievements.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RSS 14	That risk assessments are done in respect of pupils who self medicate, and that a section on self medication is included within the medication procedures.	31/12/04
2	RSS 15	That all foodstuffs are properly labelled and dated.	31/12/04
3	RSS 16	That the pocket money books are located and their use monitored by managers.	31/12/04
4	RSS 27	That efforts are made to obtain all missing recruitment checks on personnel files for staff currently in post.	28/02/05
5	RSS 30	That staff receive individual supervision at least every half term.	28/02/05
6	RSS 30	That annual performance appraisal is implemented for boarding staff.	28/02/05

### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RSS 3	That arrangements for supporting privacy in the lodges are kept under review.

2	RSS 4	That complaints forms for pupils are available within the school.
3	RSS 18	That the school review the recording of the areas listed in standard 18.2 in relation to key factual information about pupils to ensure that it is clearly identified and easily retrievable from all pupil files.
4	RSS 27	That the school implement a recruitment checklist covering all the points listed in standard 27.2.

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

**PART B****INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	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	NA
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	29/11/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	17
Number of Inspector Days spent on site	4.25

**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
<p>The school has a Residential Statement of Purpose, a Residential Statement of Intent, and a Residential Care Policy Statement. These documents describe what the school sets out to do for pupils and the manner in which care is provided.</p> <p>There is written information for parents and for pupils about the school; this is presented in clear accessible terms and provides helpful practical information.</p> <p>Written documentation reflected day-to-day practice in the school as described to and observed by inspectors.</p>		

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

### Standard 2 (2.1 – 2.9)

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

#### Key Findings and Evidence

#### Standard met?

4

The school has a good approach to supporting young people to give their views about the boarding experience and to participate in discussions about their education. In addition to much informal involvement, young people are encouraged to attend their annual reviews and to identify and review their own goals.

There is a School Council facilitated by SCRIPT. The meeting attended by an inspector was used constructively by pupils who actively participated in the meeting and showed good problem solving skills.

Boarders attend weekly lodge meetings that are used to discuss issues specific to boarding. Boarders' opinions have been sought in planning the decoration and furnishings for the new residential buildings.

Parents are encouraged to contribute their views through the formal review process. Family meetings are held at the school to look at issues related to individual pupils.

### 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?

2

Discussion with staff and observation of practice showed them to be sensitive to issues of privacy and confidentiality. They had a clear understanding of the boundaries of confidentiality, for example in relation to child protection, and understood when sensitive information might need to be shared, and with whom.

There is written guidance for staff about searching pupils' personal possessions.

The current boarding accommodation compromises pupils' privacy in that it may be used as a thoroughfare from one end of the school to the other; pupils' sleeping areas have no curtaining or other means of providing private space. Managers are aware of this shortfall and it will be remedied with the move to the new boarding accommodation, planned for next term. In the meantime staff should continue to look with pupils at ways of supporting privacy in the sleeping 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 has a written complaints procedure. Information for pupils about the different people they can contact to raise concerns is displayed around the school, including details of the independent person.

School records show that one formal complaint has been received during the previous 12 months. This was from January 2004 and records show that it had been properly addressed.

As an advisory recommendation it is suggested that complaints forms for pupils are available within the school, should they prefer to raise a concern in writing rather than speak with someone.

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

**1**

**Number of above complaints substantiated:**

**1**

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

**0**

**Number of above complaints substantiated:**

**0**

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

4

There is an in-house child protection policy for staff; the Area Child Protection Procedures are also available.

Staff who met with inspectors showed a good understanding of child protection issues and were clear about what they should do if they had any concerns about the welfare or safety of a pupil. Managers had a good overview of the pupils for whom there were child protection issues, and were found to work hard to liaise with relevant external agencies in addressing concerns.

As recommended at the previous inspection, child protection training has been provided for ancillary staff.

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

1



**Standard 6 (6.1 - 6.5)**

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

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

3

There is a school policy in place addressing bullying; one member of the care team is a designated anti-bullying co-ordinator. The inspection took place shortly after the national bullying awareness campaign week, during which pupils had been encouraged to use the resources available as part of the campaign e.g. visiting the websites of sporting personalities who had experienced bullying at school.

To varying degrees, pupils and staff who met with inspectors thought that bullying remained an issue within the school and for some pupils was a significant concern. There was a perception amongst some pupils that bullying was not always addressed. Managers acknowledged that there is no room for complacency in this area, and that the school should continue its robust approach.

**Percentage of pupils reporting never or hardly ever being bullied**

X %

**Standard 7 (7.1 - 7.7)**

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

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

3

The school is aware of the requirement to report significant events to the relevant external organisations including the CSCI.

**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

1

<b>Standard 8 (8.1 - 8.9)</b> <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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a written procedure for staff outlining the actions to be taken in the event of a pupil being absent without consent.</p> <p>In addition to dealing with absconding from the school, staff are also vigilant in addressing situations where pupils do not come into school from home, particularly where there may be welfare issues in the home environment.</p> <p>School records showed that there had been three incidents of pupils absconding during the current Autumn term.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>X</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
<p>As at the last inspection, relationships between pupils and staff were found to be a strength of the school. Staff were skilled in using the quality of the relationships to encourage and support good behaviour.</p> <p>Staff showed great commitment to pupils, and were consistent in celebrating their strengths and achievements. This is particularly commendable given the high levels of verbal, and at times physical violence, exhibited by some of the young people.</p>		

### Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	4
<p>There is a behaviour policy in place and a clear 'hierarchy' of sanctions that may be imposed.</p> <p>Pupils understood the school's expectations of behaviour and knew the consequences of breaking the 'rules'.</p> <p>All staff who may be involved in carrying out physical interventions have received training in Positive Options.</p> <p>Sanctions and physical interventions are recorded; managers had a good overview of behaviour issues within the school including those pupils presenting the most challenges during the current term.</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

Referrals for admission are made to a County wide panel on which all the Surrey EBD schools are represented. Those pupils who the panel assesses as suitable for Starhurst are invited to the school with their parents/carers for a pre-admission visit. The school SENCO is usually involved in assessing potential new pupils; the partnership social worker may visit new families if there are particular issues requiring further assessment or discussion. Towards the end of a young person's time at Starhurst, the school assists with finding work experience and college placements, and works closely with the local Connexions advisor.

**Standard 12 (12.1 - 12.7)**

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

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

4

Boarding staff showed considerable commitment to supporting young people's education. Communication between teaching and care staff works well, and there is a shared understanding of one another's roles and a mutual respect between the two disciplines. Care staff are available to provide support to young people in class if needed; they assist with the after school homework club.

**Standard 13 (13.1 - 13.9)**

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

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

3

On site activities were limited at the time of the inspection due to the extensive building works. A good variety of off site activities was being provided using local sports and leisure facilities.

Pupils who do stay on the lodges during the evenings are able to relax listening to music or watching DVDs.

Across the school drama and music are popular; a display of photographs and commentary celebrated pupils' achievements in the recent production of Romeo and Juliet.

**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

As last year, the school received a separate pharmacy visit as part of the announced inspection. Positively, all four recommendations from the previous pharmacy inspection had been met. There are written procedures to inform staff practice in the handling of medication and staff have recently received further training in this area.

Where medication is transferred from the original labelled containers for later administration (this would only happen for school trips) a risk assessment is undertaken.

A system is in place for stock control; a selection of controlled drugs was checked and numbers found to be correct.

Two pupils are responsible for self medicating their inhalers; it is recommended that the school risk assess this and include a section on self medication within the medication procedures.

**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**

Young people are provided with a variety of wholesome meals. At lunchtimes there is a good choice of hot dishes, including a vegetarian option. The meals joined by inspectors were relaxed social occasions with pupils evidently enjoying the food and many keen to have 'seconds'.

The Catering Manager has a good understanding of the preferences and dietary needs of individual pupils.

Standards of kitchen hygiene continue to be good. It is recommended that care is taken to ensure that all foodstuffs are properly labelled and dated.

**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?****2**

Pupils board for only four nights so pocket money, clothes and toiletries are provided from home. The school will provide items of toiletries etc where these have been finished or left behind.

Boys are asked to hand pocket money to staff for safe keeping. Although staff described a system for recording this money in and out, the relevant logs could not be located during the inspection so it was not possible to evaluate how well the system was being implemented.

## 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
<p>All pupils have a Statement of Special Educational Needs that is reviewed annually; this forms the basis of their placement plan at the school. Individual Education Plans may include a target that is relevant to boarding e.g. addressing an aspect of a pupil's behaviour or social skills.</p> <p>There is a key worker system; key work files examined included targets set together by staff and young people.</p> <p>Parents are encouraged to be involved in care planning and are asked to suggest their ideas for pupil targets.</p>		

### 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
<p>The school maintains all the necessary information about pupils. School files were detailed, comprehensive and organised into clearly identifiable sections.</p> <p>As an advisory recommendation, it is suggested the school review the recording of the areas listed in standard 18.2 in relation to key factual information about pupils to ensure that it is clearly identified and easily retrievable from all pupil files.</p>		

<b>Standard 19 (19.1 - 19.3)</b> <b>The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has good administrative systems; general school records were found to be well maintained and securely stored.		

<b>Standard 20 (20.1 - 20.6)</b> <b>Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
The school encourages and supports pupil contact with parents and carers. The majority of pupils bring their own mobile telephones into school and this is their preferred means of keeping in touch with family and friends outside. As an alternative they may use the school 'phone. Staff keep in contact with pupils' parents/carers making regular 'phone calls and ensuring they communicate 'good news' as well as issues of concern. The school organises and facilitates family meetings where there are issues related to a pupil's behaviour or learning.		

<b>Standard 21 (21.1 - 21.2)</b> <b>Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
This standard was not applicable at the time of the inspection.		



**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**

Staff at all levels showed a good understanding of the needs of individual pupils. The early identification of additional learning needs is supported through use of the school SENCO; the partnership social worker may become involved in assessing/addressing any wider social, behavioural or family needs.

The key worker system supports the provision of individualised care; individual programmes and weekly summaries on key work files reflected the care taken to address the needs of each pupil on an individual basis.

The independent person is well known by pupils and is another avenue for the provision of help, guidance and support.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 23 (23.1 - 23.9)

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

#### Key Findings and Evidence

#### Standard met?

1

The standard of the school premises in relation to boarding pupils remains largely unchanged from the last inspection. There are considerable shortfalls in all aspects of the accommodation.

Positively, the long awaited re-building programme commenced earlier this year and it is hoped that the new boarding accommodation will be opened during the 2005 Spring term. At the time of inspection only two of the usual four boarding lodges were open, because of restrictions related to the building work.

### Standard 24 (24.1 - 24.19)

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

#### Key Findings and Evidence

#### Standard met?

1

The two lodges still in use are cramped, lacking in privacy, with only limited facilities for recreation and leisure.

Boarding staff have made efforts to create a homely and nurturing environment on the lodges, but the poor infrastructure of the buildings undermines their hard work.

**Standard 25 (25.1 - 25.7)**

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

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

1

There are sufficient bath, shower and toilet facilities for the number of boarding pupils. However, as with the premises overall, these facilities continue to show signs of excessive 'wear and tear' and neglect.

**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

Considerable work has been done since the last inspection to improve the school's performance in meeting this standard.

Risk assessments have now been undertaken for all 'high risk' activities undertaken by pupils. Key staff have received health and safety training.

There is a health and safety committee that meets regularly to review practice across the school.

Systems are in place for the routine testing and maintenance of fire detection and fire fighting appliances, and electrical and gas supplies and appliances.

The school has been vigilant in working with the building contractors to ensure the maintenance of high health and safety standards across the site for the duration of the current re-development.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 27 (27.1 - 27.9)

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

#### Key Findings and Evidence

#### Standard met?

2

Since the last inspection the school has worked hard to ensure that all staff have a current CRB check to the enhanced level. A good system is now being implemented to ensure that longer serving staff are checked, alongside new recruits.

On the staff files examined there were some gaps in other recruitment checks e.g. written references, including for staff recruited this year. It is suggested that the school implement a recruitment checklist covering all the points listed in standard 27.2, and attempt to fill all the gaps for staff currently employed.

Total number of care staff:

11

Number of care staff who left in last 12 months:

2

**Standard 28 (28.1 - 28.13)**

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

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

3

At the time of inspection staffing levels were sufficient for the number and needs of boarding pupils. Rotas indicated that staffing was being maintained at a satisfactory level. The staffing establishment includes two waking night staff. One of these had left at the end of the Summer term without giving notice; a new worker has been recruited to commence in January 2005. In the interim waking night cover is being provided by one worker, with back up provided by sleep in 'on call' staff. With boarding numbers reduced and only two lodges open, this arrangement is acceptable as an interim measure, though needs to be kept under review in the light of pupils' changing needs/behaviours.

**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 were positive about the training opportunities provided by the school. There is an induction programme for new staff that includes internal training in key areas such as child protection and behaviour management. Training records showed a variety of internal inset training and external courses being accessed by staff.

**Standard 30 (30.1 - 30.13)**

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

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

2

Staff reported feeling well supported by managers and by their peers. On a formal level, staff receive individual supervision at least once every term. Not all staff have consistently had supervision every half term as required by the standard, although it was reported that managers operate an 'open door' policy and are readily accessible should staff wish to discuss any pressing issues. To date there has not been a process of annual performance review for boarding staff; this is planned for implementation in the New Year. Lines of accountability were clear within the school.

## 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 head teacher retired during the last academic year; the post is currently being recruited to. In the meantime, the deputy head is acting up to the headship, and the assistant head is covering the deputy post. This means that the senior management team is effectively down one post.

Positively, there was no evidence of these interim arrangements having any negative impact on the management of the boarding, where the senior staff team remains stable.

The school is working hard to support care staff in achieving the NVQ level 3.

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

80 %

### 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

Arrangements for internal monitoring in the school appear to work well; senior staff have a good overview of what is happening within the school.

Clear communication systems are in place so that all staff who 'need to know' are kept informed of pupil welfare issues.

**Standard 33 (33.1 - 33.7)**

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

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

Standard 33 monitoring visits take place half termly as required. Visits take place on an unannounced basis and reports record the views of pupils and staff, and address a wide range of relevant issues.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Lay Assessor**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_



## **PART D**

## **HEAD'S RESPONSE**

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

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

We would welcome comments on the content of this report relating to the Inspection conducted on the 29<sup>th</sup> and 30<sup>th</sup> November 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

YES

**Note:**

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

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NA

Provider has declined to provide an action plan

NA

Other: <enter details here>

NA

### D.3 HEAD'S AGREEMENT

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

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

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

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

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

[illegible]

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

**Signature**

### Designation

Date \_\_\_\_\_

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

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