

inspection report

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

St Nicholas School

Taynton Drive

Merstham

Redhill

Surrey

RH1 3PU

1st, 2nd and 3rd 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.

SCHOOL INFORMATION

Name of School

St Nicholas School

Address

Taynton Drive, Merstham, Redhill, Surrey, RH1 3PU

Tel No:

01737 215488

Fax No:

Email Address:

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

St Nicholas School- Chair of Governors

Name of Head

Mr C Weeks

CSCI Classification

Residential Special School

Type of school

School for children with
emotional and
behavioural difficulties

Date of last boarding welfare inspection:

11/11/03

Date of Inspection Visit		1st December 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Ms R Coler	
Name of CSCI Inspector	2	Mrs K Fell	
Name of CSCI Inspector	3	Mrs G Yates	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr C Weeks	

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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 St Nicholas 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

At the time of writing grave concerns regarding the operation of the school had been identified and two changes in Head Teacher as well as additional support systems to the school during the Summer of 2004 had been put in place to address the high levels of concern. The Commission had been asked to wait before inspecting the school so that these new arrangements could bed in.

Following this inspection the view of the Commission remains that there is an extremely high risk to the safety and welfare of pupils at the school, which are outlined within the report and conveyed in greater detail during the feedback session following the inspection. Decisions about the continued operation of the school have already been raised by senior management from the Surrey Area Office of the CSCI with the local education authority.

The report outlines the areas of practice which need to be addressed in detail. The Commission is not convinced that the continued operation of the school is safe unless immediate action is taken to address these issues in full. Additional staffing must be provided to the senior management team of the school to support any development they put in place.

The inspectors would like to acknowledge the support and time given to the inspection by all staff and pupils who were open and helpful throughout the inspection.

St Nicholas Special School is a residential special school, which provides education to boys aged between 10 and 16 years who have a primary need in relation to their emotional/behavioural difficulties. A number of pupils at the time of inspection had learning difficulties/ disabilities, which ranged from minor to major needs. The majority of pupils live in Surrey, with a number from Sutton, Croydon, Hampshire, Essex and Northamptonshire.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Standards which were graded four were as follows:

Standard 13 -Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

This was a positive aspect of the school operation with the range of activities on offer on the night of inspection including flower arranging, games and a night hike. Pupils obviously enjoyed the range of activities provided which were developed in consultation with the young people.

Aspects of other standards which were considered to be worthy of mention are considered to be as follows:

Standard 2 –Consultation

One pupil meeting run by a pupil on the night of inspection was considered to demonstrate very good practice. The meeting was arranged by one pupil who also chaired this with the support of staff.

Standard 9 – Relationships with Children

Relationships with Residential Care Staff were observed to be warm, professional and provided consistent messages. Relationships demonstrated a good understanding of pupil need. Pupils spoke warmly about most of the care staff. However, please note that the level of concern raised by some teaching staffs' practice during the day led to this standard being found to be unmet.

Standard 14 –Health and Intimate Care

Medication was being handled appropriately in the school, both in terms of legal requirements and the needs of the young people.

Standard 15 –Provision and preparation of meals

It was evident that the catering department was committed to the school and especially the pupils. The catering manager was aware of pupils' needs and endeavoured to meet them. For example records of likes, dislikes and specialist dietary needs were held.

Standard 29 –Training and staff development

The management team are to be commended for working to improve staff access to training, for example by providing the Head of Care with a training budget and placing priority on staff attendance at training events.

Standard 30 –Staff supervision and support

Staff supervision had been difficult because of a lack of unit leaders in post, staffing vacancies and staff sickness. However, again the Head of Care should be commended for making staff supervision a priority.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Standards which did not meet the necessary level were as follows:

Standard 3 –Privacy and Confidentiality

There was one aspect of the school's management of privacy and confidentiality which was found to be extremely serious therefore this standard was found unmet. This is due to the Commission being extremely concerned to find that the school's Fire Wall did not prohibit access to pornography during the use of computers. This must be prevented as a matter of urgency.

The school must also develop a policy regarding searching pupil's possessions.

Standard 4 –Complaints and Representations

Whilst the school had made progress in developing a complaint procedure for pupils this was not in action. In addition the records of complaints and complaints procedures in place were inadequate to meet the standard required.

Standard 5 – Child Protection- Procedures and training

A full and detailed review of child protection procedures and practice must be undertaken as there were many aspects of this area which gave rise to grave concerns. This included for example adequate referral of child protection incidents.

This is an area, which will form part of a Notification to the LEA.

Standard 6 – Anti-bullying

The school's practice in relation to bullying requires a full review. Concerns regarding staff practice related to observations made by inspectors during the inspection.

This is an area, which will form part of a Notification to the LEA.

Standard 7 – Notifications

The head agreed to put in place a system of notification that complied with Standard 7.2 of The National Minimum Standards for Residential Special Schools.

Standard 9 – Relationships with Children

Generally relationships with educational staff viewed, recorded and discussed with inspectors were found to be poor, however inspectors would note that there were some examples of good relationships. Please also refer to information in other sections of this report. Levels of incidents during the day were high and appropriate risk assessment was required regarding members of staff identified to be targeted by pupils. Pupils did not provide the inspectors with many positive comments about the teaching staff. For this reason the inspectors found that this standard was unmet.

Standard 10 –Measures of control, discipline and physical intervention

There were various aspects where the school did not meet the necessary standard. For example the policies for behaviour management and physical restraint required re-writing and records of incidents were not made in a manner whereby the school could clearly demonstrate that all incidents were recorded accurately.

This is an area which will form part of a Notification to the LEA.

Standard 23 – Premises-Location, design, size

The design of the school buildings did not adequately meet the needs of pupils with

emotional and behavioural difficulties. In the long term plans should be made to develop separate residential accommodation, however short term actions must also be taken to ensure that the premises in use are adequate.

There was some question about whether the School's maintenance budget could effectively meet the needs of the school. There were a large number of issues, which required attention and the maintenance team were in constant action but the standard of maintenance was not satisfactory. Consideration must be given as to how to resolve these conflicts and ensure all damage is repaired and maintained to a satisfactory standard.

The school is also strongly advised to consider the addition of an emergency call system such as a two-way radio system rather than relying on mobile phones.

This is an area, which will form part of a Notification to the LEA.

Standard 25 –Premises Bathrooms and Lavatories

The bathrooms and lavatories of the School need to be fully reviewed. This is in respect of how they meet the requirements of this standard, for example some showers were not in good working order with tiles and other broken facilities, hand wash basins were located in communal thorough fares, in toilets there were broken toilet seats and at times no hand drying facilities were provided.

This is an area, which will form part of a Notification to the LEA.

Standard 26 –Premises Health, Safety and Security

The school's compliance with health and safety issues was of concern, especially in relation the ability of the maintenance team and school budget to adequately meet the damage done by pupils to the premises and the completion of health and safety matters, including matters relating to fire safety, identified within fire officer's reports.

There was also concern that some health and safety issues such as the standard of premises within the changing rooms had not been identified or resolved.

This is an area, which will form part of a Notification to the LEA.

Standard 27 –Child Protection-Vetting of staff and visitors

There was no evidence of the school adequately vetting staff before they commenced work. This was of grave concern and immediate action must be undertaken to ensure any newly appointed staff are fully vetted in accordance with this standard prior to taking up their appointment.

The school is strongly advised to undertake an immediate and full review of recruitment records held on all staff to check that these also concord with the necessary detail in 27.2. It is concerning to note that this has been an issue for the last two inspections undertaken by CSCI and the National Care Standards Commission. This is an area, which requires immediate attention and will form part of the notification to be made the LEA.

This is an area, which will form part of a Notification to the LEA.

Standard 31 –Organisation and management –Staffing Arrangements

The inspectors were concerned that the amount of work required to affect positive change within the school would not be possible unless the management team was augmented in order to achieve this. This was not considered a reflection on the management's skills nor their commitment to making change but is being made in relation to the extreme sea change,

which needs to be in place for new foundations for the school to be formed from which the school can grow and improve.

Aspects of other standards which the school should pay attention to were considered to be as follows:

Standard 1 –Statement of the School’s purpose

The school needs to have clearer criteria of admission to the school. These were broad and undefined. This was acknowledged by the Head Teacher who has instigated this in practice without yet changing the school’s statement of purpose.

The range of needs of pupils attending the school were extremely wide and varied thereby not supporting the identification of staff training, the compatibility of pupil need and the range of services and staffing that the school would require to fully meet all pupil needs. Until such time as the school is more stable the CSCI considers no admissions to the school should take place.

The school’s policies and procedures were often disjointed and written in a very formal manner with no clarity of which was policy and which procedure.

Standard 8- Absence of child without Authority

The staff practice of going off site without informing any other member of staff must cease.

Standard 15 –Provision and preparation of meals

It is essential that the kitchen staff and other staff handling food be trained in food hygiene without delay. There has been a 12-month gap since this training lapsed. Likewise training regarding The Control of Substances Hazardous to Health Regulations 1988 (COSHH) and health and safety in the kitchen are necessary.

Standard 22 –Support to individual children

In order to ensure that pupils’ mental health needs can be more fully met and support the development of staff skills in this area the appointment of the mental health worker is seen as essential. The school had two link social workers for half of the week and also had contacts with the CAMMS service in the local area.

Standard 24 –Premises Accommodation

Concerns were raised about the easily accessible gas handles in the Oaks Boarding Accommodation. This matter should be addressed as speedily as possible. In addition the inspectors considered that the facilities provided by The Oaks were not sufficient when six pupils were in residence. The school is advised to only use this boarding unit for four pupils at any one time.

Long term planning for the school should include the development of a separate purpose built boarding unit.

Some pupils reported that a reasonable amount of theft took place of their belongings including clothes and toiletries. The school is therefore advised to reconsider how they can ensure pupils’ property is more securely stored.

Standard 28 –Adequacy of staffing establishment

There was a tired, frustrated and demoralised team in place at the school, however

inspectors acknowledge their commitment to the pupils. The main concerns that inspectors had were in relation to the teaching staff approach to pupils during the day. This did not adequately meet their needs.

Standard 30 –Staff supervision and support

Arrangements for the Head of Care's own supervision should be reconsidered.

Standard 33 –Monitoring on behalf of the person carrying on the school.

It was of major concern that the school was in such a level of difficulty that management did not have the time to produce satisfactory guidelines e.g. policies and procedures, time to follow up incidents in detail and time to look at the development needs and support of staff. At the time of inspection, monitoring systems were not picking up all the issues, which were identified during the inspection, for example health and safety issues and child protection concerns.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

As can be seen from the detail above there are many concerns about the operation of the school and as stated previously the inspectors are concerned that the work load of the management team means that change is extremely difficult to affect at a pace which is required to promote the safety and well being of pupils. However inspectors would acknowledge the high level of commitment of the management team and care staff to work with pupils in a proactive and supportive manner.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

YES

YES

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NO

No	Standard	Recommended actions	
6	10	That senior staff complete the review of how best to record incidents of varying degrees of seriousness and occasions of physical restraint, and how these should be channelled to senior staff to enable monitoring and a management response where necessary.	30.1.04
14	23	That an urgent assessment of the safety and suitability of the changing and shower area is carried out and a report made to the NCSC on steps to either take the facilities out of use pending remedial work or steps taken to ensure safety and hygiene is satisfactory.	30.1.04
12	23	To seek confirmation from Surrey Fire and Rescue that all necessary action has been completed and provide this to NCSC.	27.2.04

29	27	<p>That all actions for recruiting staff as set out in standard 27 are fully implemented recorded in writing and monitored by management.</p> <p><i>The Head teacher reports that a review of the current procedures is to be conducted.</i></p>	30.1.04
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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	1	The school's statement of purpose includes all the data set out Standard 1.3 of The National Minimum Standard for Residential Special School.	By the 01 March 2005
2	1	Clearer criteria of admission to the school be formalised and produced.	By the 01 March 2005
3	1	No admissions to the school should take place until the school is more stable as identified within the recommendations of this report.	As from the 01 January 2005
4	2	Feedback be given to pupils about any issue they raise.	As from 01 January 2005
5	3	The privacy of telephone booths in some units is improved.	By the 01 April 2005
6	3	The school's Fire Wall for the computer system must prohibit access to pornography sites. <u>This was found to be a matter of priority.</u>	By the 01 February 2005
7	3	The school should risk assess whether it is possible to safely use the internet until better protection systems are in place.	As from the 01 January 2005
8	3	The school develops a policy regarding searching pupil's possessions.	By the 01 April 2005

9	4	<u>Brought Forward from the inspection of the 11/11/03</u> All complaint procedures need to inform potential complainants that they can refer their complaint to the CSCI. The complaint procedure also has to state that serious complaints regarding the school, or staff, are to be notified to the CSCI.	By the 01 February 2005
10	4	Staff training must occur regarding complaints in line with detail in Standard 4.4 when the re-launch of the children's complaints procedure is implemented.	By the 01 February 2005
11	4	Complaints records must be made in accordance with detail set out in Standard 4.3.	By the 01 February 2005
12	5	The Child Protection Policy must be re-written in line with the comments made within Standard 5 of this report.	By the 01 February 2005
13	5	Staff practice in respect of child protection must meet a satisfactory level, which adequately protects pupils.	As from the 01 January 2005
14	6	The staff procedure regarding anti-bullying requires expansion.	By the 01 March 2005
15	6	Information available for pupils regarding bullying must be expanded and made more readily available throughout the school.	By the 01 March 2005
16	6	An overview by the school's management of bullying must be undertaken on a regular basis.	As from the 01 January 2005
17	6	A review of all pupils' behaviours and records is undertaken to check that the identification of pupils who might have been bullied has not been overlooked.	By the 01 February 2005
18	6	All staff should respond appropriately and consistently in relation to anti-bullying incidents with formal documented support for bullies/ victims being recorded and implemented.	By the 01 February 2005
19	6	That the teaching staffs' understanding of bullying is checked to ensure this is satisfactory.	By the 01 February 2005
20	7	A system of notification to the Commission, Local Social Services Department and LEA that complies with Standard 7.2 of The National Minimum Standards for Residential Special Schools is adopted.	As from the 01 January 2005

21	8	Records of incidents where pupils went missing includes detail of the discussions, held on their return, with the pupil.	As from the 01 January 2005
22	8	The practice of teaching staff taking pupils off site without informing any other member of staff is ceased.	As from the 01 January 2005
23	9	Teaching staff training in respect of positive care and communication be repeated.	By the 01 February 2005
24	9	The deployment of staff during the day is improved. <u>This was found to be a matter of urgency.</u>	As from the 01 January 2005
25	9	Staffing levels in the evening are increased to one staff on duty in Phoenix, and three staff in the three other units each evening.	As from the 01 January 2005
26	10	The school's policy regarding Behaviour Management must be re-written. <u>This was seen as a matter of priority.</u>	By the 01 February 2005
27	10	Sanctions must be given consistently.	As from the 01 January 2005
28	10	Fines are collected in accordance with the detail in Standard 10.6 whereby 2/3 of pocket money only can be taken at any one time.	As from the 01 January 2005
29	10	The school's Physical Intervention Policy requires re-writing. <u>This was seen as a matter of priority.</u>	By the 01 February 2005
30	10	The school must take action to ensure that all restraints are appropriately recorded. <u>This was seen as a matter of priority.</u>	As from the 01 January 2005
31	10	A formal review system for restraints and sanctions, which takes place, at least on a weekly basis be implemented.	As from the 01 January 2005
32	10	Pupils' views about any restraint are recorded and kept with the incident record.	As from the 01 January 2005

33	14	A documented risk assessment and a written procedure must be in place for staff to undertake the transfer of medication from the original labelled containers, as received from the pharmacy, into another container for later administration.	As from the 01 February 2005
34	14	The policies and procedures relating to the handling of medication should be reviewed, with only the current version available to the staff.	As from the 01 February 2005
33	14	Pupils' health records are reviewed to ensure that they contain all the necessary information.	By the 01 March 2005
34	15	It is essential that kitchen staff and other staff handling food be trained in food hygiene without delay. Likewise training regarding The Control of Substances Hazardous to Health Regulations 1988 (COSHH) and health and safety in the kitchen are necessary.	By the 01 March 2005
35	15	The input of a dietician regarding menu planning is obtained on a regular basis.	As from the 01 March 2005
36	16	The safety of pupils' possessions is reviewed.	By the 01 February 2005
37	17	The swift introduction of the school's new care planning format is completed for all pupils.	By the 01 February 2005
38	18	Staff do not use white correction fluid or write in pencil.	As from the 01 January 2005
39	18	The management discuss with staff their use of language in records.	As from the 01 January 2005
40	18	Pupils' rights to access their files are confirmed with them.	By the 01 February 2005
41	22	In order to ensure that pupils' mental health needs can be more fully met and support the development of staff skills in this area the appointment of a mental health worker is seen as essential.	By the 01 March 2005
42	23	The effectiveness of the school buildings to meet the needs of an EBD school is fully reviewed.	By the 01 April 2005

43	23	Consideration must be given as to how to resolve the conflicts between the School's maintenance budget and the maintenance requirements of the premises to ensure all damage is repaired and maintained to a satisfactory standard.	By the 01 April 2005
44	23	The school consider the addition of an emergency call system such as two-way radio.	By the 01 February 2005
45	24	The privacy afforded by the boarding accommodation is reviewed to ensure a satisfactory standard is provided.	By the 01 April 2005
46	24	The easily accessible gas handles in the Oaks boarding accommodation are made safe.	By the 01 January 2005
47	24	Long term planning for the school should include the development of a separate purpose built boarding unit.	By the 01 April 2005
48	25	The bathrooms and lavatories in place need to be reviewed as to how they meet the requirements of this standard and must be in a satisfactory state of repair.	By the 01 April 2005
49	26	<i>Brought Forward from last inspection 11/11/03:</i> The schools' response to the last Health and Safety inspection report receives the management's immediate attention. Action must be taken to ensure the necessary steps are taken to meet the requirements of this report. <u>This should be resolved as a matter of urgency.</u>	By the 01 February 2005
50	26	<i>Brought Forward from last inspection 11/11/03:</i> The school take immediate action to respond to recommendations from the Fire Officer. <u>This should be resolved as a matter of urgency.</u>	By the 01 February 2005
51	26	Plans to maintain the school's sport's changing facilities to an adequate standard should be made and a long term plan of improvement instigated.	By the 01 February 2005 The long term plan being made by the 01 April 2005
52	26	Work is carried out to the buildings to decrease the possibility that pupils could gain access to the school roofs in general. This work must be completed over the Christmas holidays 2004 in order to promote the safety of pupils.	By the 01 January 2005

53	26	The security of the back door to the school that is used for gaining access to The Oaks be improved. This work must be undertaken during the Christmas holidays 2004.	By the 01 January 2005
54	27	<i>Brought Forward from the last two inspections dated 11/11/03 and 22/10/02:</i> Immediate and conclusive action must be undertaken to ensure any newly appointed staff are fully vetted in accordance with the detail in Standard 27 prior to taking up their appointment. <u>The lack of proper staff recruitment was of grave concern.</u>	By the 01 January 2005
55	27	The school is asked to undertake an immediate and full review of recruitment records held on all staff to check that these concord with the necessary detail in Standard 27.2.	By the 01 February 2005
56	29	Individual staff training/development plans and individual records of training are completed.	By the 01 April 2005
57	30	Arrangements for the Head of Care's own supervision should be reconsidered.	By the 01 March 2005
58	30	Staff appraisals are carried out in the next year. A plan of how this will be achieved is completed within the given date.	By the 01 April 2005
59	31	A major crisis plan is completed.	By the 01 March 2005
60	31	The Local Education Authority reconsider how they augment the school's management team in order to effect change at a pace which creates a safe environment where pupils' well being is promoted.	By the 01 February 2005
61	32	The school's internal monitoring systems are developed further so that these are consistently undertaken.	By the 01 April 2005
62	33	Monitoring systems by the Governors and residential school services need to ensure that they adequately identify up all health and safety issues.	By the 01 February 2005

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	1	The school is advised to develop a parent's guide.

2	2	Pupils' concerns concerning how pupils came to be voted onto the School Council should be reviewed.
3	3	Guidance for staff regarding privacy and confidentiality was available within a variety of documents. It would be beneficial to provide this in one overall policy and cross-reference this with other related policies and procedures.
4	3	The school is advised to consider the requirements of the Data Protection Act 1998 in relation to log books.
5	5	The school is advised to check that their copies of the Area Child Protection Committee (ACPC) policies and procedures are the most recent available.
6	6	It is suggested that the school develop a charter of rights, which is drawn up by pupils with staff support.
7	8	The school check that their policy regarding missing pupils contains all the information set out in Standard 8.3 of The National Minimum Standards for Residential Special Schools.
8	9	The management is advised to check that night staffing deployment is adequate.
9	10	The school should ensure that its re-training programme regarding physical interventions for staff occurs at regular intervals for a period of time.
10	11	Residential care staff take part in pupil assessment prior to admission.
11	12	The school is advised to review the formal communication systems between educational and care staff at the school and consider whether these are adequate.
12	15	The school implement their plans to reinstate cooked breakfasts on a regular basis.
13	18	The school is advised to consider whether using red pen would impede their ability to copy records.
14	18	It would be advisable to audit all pupils' files to ensure that they all comply with the detail contained within Standard 18.
15	22	The school boost the facilitation of one to one services with the Independent Person, for example by providing a more secure base for them to meet with pupils in private.
16	23	The school is advised to check that the facilities and operation of the laundry meet the necessary standards.
17	24	The school is advised to only use The Oaks boarding unit for four pupils at any one time.
18	28	The school complete a written risk assessment as detailed in Standard 28.6.
19	31	The school should issue care staff with copies of the General Social Care Council's Code of Conduct.

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	NO
• 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	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	01/12/04
Time of Inspection	9.00
Duration Of Inspection (hrs.)	25
Number of Inspector Days spent on site	6

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?

2

The school had a statement of purpose but this did not include all the data set out Standard 1.3 of The National Minimum Standards for Residential Special Schools; for example the approved number of day and residential pupils, age range and gender accommodated.

There is also a need for the school to have clearer criteria of admission to the school; these were broad and undefined. The Head Teacher confirmed that in practice since he had been at the school in the last two months a more defined criteria was being used but that records had not been updated to reflect this.

The range of needs of pupils attending the school was extremely wide and varied. This did not support the identification of staff training, the compatibility of pupil need and the range of services and staffing that the school requires to fully meet all pupils' needs. Until such time as the school is more stable and has a clearer and less complex range of pupil need the CSCI considers no admissions to the school should take place.

To augment the information available the school should develop a parent's guide.

The school's policies and procedures were often disjointed and written in a very formal and erudite manner with no clarity of which parts were policy and which procedure. This did not provide for a continuum of care between school and residential services. It was also disappointing to note that some of the policies stated they had been written to meet national minimum standards. Whilst in some instances this may be the case it is for the school to ensure that policies and procedures are relevant and integral to the school's operation.

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?

2

There was evidence that pupil meetings occurred and that the school council was being re developed. One pupil meeting, run by a pupil on the night of inspection, was considered to demonstrate very good practice. The meeting was arranged by one pupil who also chaired this with the support of staff. This was a delightful event of which the school should be proud.

It was not apparent that the school council was a thriving method of consultation with pupils reporting they had no clear understanding of its value. The council is still in its initial stages of development and organisation; which was being undertaken with pupils. It is hoped that this development continues and the council becomes an integral method of pupil consultation within the school. There were some pupil concerns raised about how certain young people came to be voted onto the council. It was also concerning to note that pupils stated they had received confirmation about this from teaching staff. This view did not assist pupils in giving credence to the student council and the management should check how staff discuss issues with pupils. Please also see comments in Standard 28 Adequacy of Staffing.

Residential staff were noted to consult with pupils well throughout the day and evening of inspection. This took place both formally in groups, for example about which activities they wished to participate in that night, through to how staff should support them whilst they showered. Residential staff showed they had good communication skills and used these effectively with pupils.

There was concern from pupils that where they made their views known staff did not always provide them with feedback about the issue raised, for example if they complained they did not always get informed as to what was happening about this.

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?****1**

Guidance for staff regarding privacy and confidentiality was available within a variety of documents. It would be beneficial to provide this in one overall policy and cross-reference this with other related policies and procedures.

Records were stored securely and staff were aware of confidentiality of information.

The school is advised to consider the requirements of the Data Protection Act 1998 in relation to log books. These records contained information concerning all pupils in one book and may contravene the requirements of the Act.

The privacy of telephone booths in some units was satisfactory in others this was less acceptable e.g. the position of the telephones did not allow pupils to have private conversations.

The Commission is extremely concerned to note that Surrey County Council's Fire Wall does not prohibit access to pornography during the use of computers. This must be prevented as a matter of urgency. Records showed that pupils had inadvertently accessed pornography sites when using the web. The inspectors noted that the school had raised this as a serious concern with Surrey County Council but this had not been resolved. The school should risk assess whether it is possible to safely use the web until better protection systems are in place and the Council take immediate action to improve the fire wall. For this reason this standard has been scored as not met.

Staff practice viewed in relation to privacy and confidentiality on the days of inspection was appropriate and supportive of pupils' needs.

The school must develop a policy regarding searching pupil's possessions.

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?**

1

There is a formal complaint procedure and work was being carried out to produce pupil relevant information. This was presented to inspectors who considered there is a need to include how any complaint made will be handled and the timescales by which this will be completed. It was positive to note that the development of the pupil complaint procedure had been completed with young people and there were good efforts to make this appealing and accessible.

The complaint information also provided detail of the people who pupils might wish to complain to, however this did not include the CSCI. All complaint procedures need to inform potential complainants that they can refer their complaint to the CSCI. This was a recommendation of the last inspection report. The complaint procedure also has to state that serious complaints regarding the school, or staff, are to be notified to the CSCI.

Inspectors found that pupils were not clear that their complaints would be dealt with satisfactorily and where some complaints had been made these were not recorded or investigated as such, with the pupil receiving no feedback regarding the complaint although the school acknowledged that the incident occurred. Staff training must occur regarding complaints in line with detail in Standard 4.4 and this is best accomplished with the re-launch of the children's complaints procedure. The re-launch should occur as soon as possible to ensure that this aspect of the school's practice is improved.

Complaints records were not made in accordance with detail set out in Standard 4.3. For example, this should include outlines of all actions taken and conclusions to the complaint e.g. whether this was upheld, partially upheld or not upheld.

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

3

Number of above complaints substantiated:

2

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

0

Number of above complaints substantiated:

2

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?**

1

The school had a number of copies of the Area Child Protection Committee (ACPC) policies and procedures available. The school is advised to check that these are the most recent copies available as inspectors understand these are not now issued by the Council but made available for services on the net.

The school also had its own policy and procedure. The aims of this policy start by referring to staff rather than stating that the aim of this policy is to protect children from abuse. Whilst this is stated in the introduction to the policy it would be more beneficial to include this within the list of aims. The policy and procedure were again mixed together leaving the reader with a difficulty in quickly understanding what procedures they should follow. Inclusion of flow charts used within Surrey County Council's child Protection Procedures further impeded the reader from quickly establishing the actions they needed to take.

The policy also outlines a procedure to determine a threshold of referral to Surrey County Council Child Protection Assessment Teams whereby a decision is made by the Residential Service Manager about the level of referral using a set of agreed criteria with Surrey County Council. This was not considered satisfactory in maintaining a rigorous approach to a child protection concern being reviewed in the first instance by a person who has no responsibilities for the school. Nor does it allow for one comprehensive record to be kept by the Assessment Team regarding concerns that have arisen, as no information regarding concerns that do not meet this assessed threshold are passed to the Assessment Team. Whilst the Surrey Area Office of the Commission understands from the school that this practice has been applauded in other areas by the Commission itself they are not convinced and ask that all child protection concerns be referred to the Assessment Teams until such time as further guidance can be sought regarding this matter.

In addition the policy was not clear regarding whom a person should refer their concerns to should they have child protection concerns concerning the Head Teacher or a Child Protection Liaison Officer (CPLO) for the school.

The Child Protection Policy also needs to refer to inter agency protocols for the prevention and investigation of child prostitution, as detailed in Standard 5.10 and be supported by a Whistle Blowing Policy and Procedure.

It was positive to note that the school intended to increase the number of CPLOs at the school from two to three staff, these being the Head Teacher, Head of Care and Deputy Head of Care.

Staff practice in respect of child protection was not considered satisfactory. Instances discussed with management during feedback and the inspection demonstrated that child protection concerns had not always been recognised as such, referred, or dealt with, adequately. For example one teaching staffs' response to a pupil on the day of inspection where the pupil had raised a child protection concern was considered to be wholly inappropriate and would not support young people in raising their concerns to staff or assist any potential subsequent police investigation into the matter. A very serious issue had not been referred to the Assessment team or recorded as a serious incident.

The management had already identified child protection training was needed and had completed this with staff. More training was also planned. However in discussion some

auxiliary staff stated they had chosen not to attend. Child protection training must be mandatory for all staff at the school. The need for this was evidence during the inspection when administration staff were involved in an incident and did not respond appropriately.

Information provided by Surrey County Council Child Protection Assessment team confirmed that the school co-operated fully with two child protection concerns raised about the school.

This is an area, which requires immediate attention and will form part of the notification to be made the LEA.

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

4

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?**

1

A staff procedure regarding bullying existed but this requires expansion. For example the procedure must state how bullying will be managed and how pupils who are bullies/victims will be formally supported by the school to reduce the potential for their behaviours to occur. The policy also needs to provide information regarding the strategies the school will implement to reduce bullying within the school and the systems in place to monitor the school's anti-bullying policies' effectiveness.

Bullying was discussed in PSHE classes but no school statement for pupils regarding pupils' rights was available. Therefore it is suggested that staff draw up a charter of rights with pupils.

Incident forms were completed regarding known incidents of bullying but an overview by the school's management was not undertaken. There was some evidence found in records, pupil discussion and observations of some staff practice that bully/victims were not always identified or formal support provided where this was identified or known.

Young people who spoke with inspectors described a high level of bullying incidents of one type or another throughout the school. The percentage of pupils identifying having been bullied is not completed below as this was not known. However indications as previously described would signify there is a high level of bullying throughout the school.

Some teaching staff's understanding of bullying was questioned when inspectors observed and read about their responses to incidents of bullying. This was especially notable during the school day. For example staff did not respond to an incident of low level bullying seen by one inspector and records indicated that where one pupil had become aggressive following a bullying incident it was they who were retrained with no further punishment being given to the two pupils whose original bullying caused this behaviour to occur.

Residential staff's practice during the evening did not give rise to concern. The staff were readily available and used diversionary tactics should a potential bullying situation occur. In addition staff constantly gave feedback to pupils regarding their behaviours and how this might affect people they were in contact with.

The conclusions of inspectors were that the school did not always adequately identify bullying behaviours, respond to them appropriately or monitor the record of bullying that occurred. Staff practice was not consistent with some staff showing good understanding of the issues relating to bullying and others not taking responsibility for dealing with incidents that occur.

This is an area, which requires immediate attention and will form part of the notification to be made the LEA.

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?**

1

The Head Teacher agreed to put in place a system of notification that complied with Standard 7.2 of The National Minimum Standards for Residential Special Schools. Records viewed indicated that the number of notifications made to the CSCI were fewer than the number of incidents that occurred which should have been notified.

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

1

0

0

0

Standard 8 (8.1 - 8.9)

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

Key Findings and Evidence**Standard met?**

2

There was a policy regarding missing pupils that was not read on this occasion. The school is advised to check the policy contains all the information set out in Standard 8.3 of The National Minimum Standards for Residential Special Schools.

Pupils who spoke with inspectors stated staff spoke with them when they returned after absconding. Records of such incidents did not always provide information that such discussions were held.

Records indicated that there were high levels of absconding during the day, which did not occur in the evenings.

It was also noted during the inspection that a member of the teaching staff took a whole class off site without informing any other member of staff. The school then had to initiate the missing person's procedure in relation to the whereabouts of these pupils. Inspectors would note this behaviour was not condoned by management who were as concerned as inspectors that this had occurred.

From records the inspectors could not clearly identify how many pupils had absconded therefore the detail below was left incomplete.

Number of recorded incidents of a child running away from the school over the past 12 months:

X

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?	1
<p>Relationships with Residential Care Staff were observed to be warm, professional and provided consistent messages. They demonstrated a good understanding of pupil need. Pupils spoke warmly about most of the care staff.</p> <p>Relationships with educational staff reviewed and recorded, and discussed, with inspectors was found at times to be poor. Please also refer to information in other sections of this report. Levels of incidents during the day were high and appropriate risk assessment was required regarding the members of staff identified to be targeted by pupils. Pupils did not provide the inspectors with many positive comments about the teaching staff. For this reason the inspectors found that this standard was not met.</p> <p>Teaching staff training in respect of positive care and communication was necessary as this was not always effective. Please refer to comments made throughout this report. A refresher course in this aspect of work would also be beneficial to care staff to further support their work.</p> <p>The deployment of staff during the day was found to be a major cause for concern. Incidents of unacceptable behaviour occurred whereby no staff were present for at least five minutes. For this reason the standard was found to be unmet.</p> <p>The management is also advised to check that night staffing deployment is adequate and is not repetitive so that pupils can access staff's movements at any given time.</p> <p>In addition the deployment of staffing during the evening was found to have one gap. Therefore the staffing levels in the evening were considered in need of increasing to the following one staff on duty in Phoenix, and three staff in the three other units each evening.</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?****1**

The school's policy regarding behaviour management must be re-written. Its content uses some unacceptable phrases, such as chemical restraint. There was no emphasis on positive reinforcement. The management team confirmed that this is the practice being sought by staff. The policy must clearly identify relative other policies such as the anti-bullying procedure.

The redevelopment of this policy was seen as essential to ensuring staff were aware of the school's expectations, and were not provided with guidance which was considered to at times be phrased in an unacceptable manner.

The Head Teacher had a clear division between the school's behaviour management and that of the boarding house e.g. the school sanctions were completed during the school day and evening sanctions did not impede on the school day. There was one exception, which was found to be in line with good parenting that is where a pupil was not in any class during that day they were grounded and not allowed to go on any activities that evening.

Sanctions given in boarding houses were recorded in logbooks. Incidents in the logbooks did not always lead to sanctions being issued. A number of pupils and staff reported some pupils were favoured and did not receive sanctions for things others would. Inspectors recognise that all pupils need to be treated individually but pupils also need to view sanctions as being given fairly.

It was positive to note that sanctions given tallied with those permitted by the school and those identified by pupils.

Some fines had been given where damage to property occurred but it was not clear that this was collected in accordance with the detail in Standard 10.6 whereby 2/3 of pocket money only can be taken from pocket money at any one time.

Sanctions were not all recorded in bound and numbered books but were recorded in some log books. The school stated that it had taken this action to promote the recording of all sanctions. The school's senior management team agreed to change this practice and ensure that all sanctions would be recorded in bound and numbered books. However inspectors would note that high numbers of sanctions were not found as recorded in logs nor did pupils report high levels of sanctions; except 'early bed'.

The school's Physical Intervention Policy requires re-writing. The number of records of restraints in the bound restraint book did not tally with the number of Significant Incident Forms completed for restraints. The school must take action to ensure that all restraints are appropriately recorded. This was a recommendation of the last CSCI inspection.

Staff had received training regarding Surrey County Council's Physical Intervention Policy which is based on a published programme called 'Positive Options'. Updates since September 2004 for staff training had occurred and more were programmed to occur.

Pupils reported that when restraints took place they were generally 'ok' but a few reported they thought some incorrect restraints occurred. One record in particular demonstrated that staff actions during restraints would support this view. Therefore the arranged continued re-training of staff is considered necessary and should occur at regular intervals for a period of time.

The new regime was only training staff to engage in level 3 holds and the Commission would

support this decision. It was positive to note that the management placed emphasis on not restraining where possible and was following this through with staff in discussion and review of their practice.

A formal review system, which takes place, at least on a weekly basis, would assist the school in identifying indicators and trends with pupils etc involved in physical restraint. Pupils' views about any restraint were stated to be sought but no record was available of these discussions.

Young people understood the school's expectations of their behaviour but levels of behaviour during the day were of serious concern with many incidents of disruptive and on occasions violent behaviour occurring.

Residential Staff meetings addressed issues of control. There was evidence in Residential Unit meeting minutes of discussions regarding pupils' behaviour that assisted staff in promoting consistency of practice when dealing with individual pupil's behaviours.

Behaviour management during the day was of serious concern the concerns did not relate to the care viewed or recorded during the evening or night.

This is an area, which requires immediate attention and will form part of the notification to be made the LEA.

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?

2

As already stated in this report the school needs to have clearer admissions criteria recorded within the statement of purpose and admissions assessments should include a specific reference as to how a residential placement would assist a pupil. It is further suggested that residential care staff take part in pupil assessment prior to admission.

There was evidence to suggest that the school made every effort to obtain information prior to admission, that reviews occurred and that care staff continued to work in partnership with parents and carers during times of admission and discharge.

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?**

2

Both the education staff and care staff spoken to during the inspection were positive about the links formed between residential and educational staff. For example there was evidence that both teams worked together to ensure boarders attend class and wear their school uniforms. Some residential care staff suggested that communication could be improved and gave an example of instigating a formal handover by residential care staff in the morning to educational staff and vice versa in the evening. The school is advised to review the formal communication systems between educational and care staff at the school and consider whether these are satisfactory.

Care staff supported educational events during the daytime as necessary and were often involved in day trips, assemblies, sports events, social events and work experience. Records of reviews showed that the care and teaching staff were fully involved in any annual pupil review.

Books, computers and study areas were available in all boarding houses.

Systems were in place to promote personal social and educational development, for the example the independence programme (ASDAN) Duke of Edinburgh Award, camping activities and a range of other activities during the evening.

One inspector also observed how the new activity sheet was linked to areas of education and development and considered this was a positive initiative in keeping pupils educational goals in focus during the evenings.

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

It was evident that a full range of activities were available for boarders in the evening and on 'day 16' which was a school day event that promoted pupils engaging in meaningful activities.

This was a positive aspect of the school operation with the range of activities on offer on the night of inspection including flower arranging, games and a night hike. The boarders were building up to a night camp, which was being organised for later in the term. The residential staff were engaging and innovative and are commended for this area of practice.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?****2**

Medication was being handled appropriately in the school, both in terms of legal requirements and the needs of the young people.

Designated care staff administered medication. It was noted that a number of staff had received training from an external training provider and that the knowledge gained was being put into practice.

A clear system for recording the receipt and return of all medication within the school was in place so that an audit of medication usage could be undertaken. Clear records were kept of the administration of prescribed medication, first aid and any non-prescribed household remedies, together with the reason for the administration.

All medication was stored securely, with prescribed and non-prescribed medications stored separately. A locked medication refrigerator was provided for the secure storage of medication requiring to be kept below room temperature. Daily temperature records showed this refrigerator to be operating within the correct temperature range. Household remedies were stored separately from prescribed medication. Controlled drugs were stored appropriately – see below. A cupboard, which complied with the Misuse of Drugs (Safe Custody) Regulations 1973, was used for the secure storage of Controlled Drugs. The use of Controlled Drugs was recorded in a Controlled Drugs register to provide a proper system of auditing this medication.

No pupils were holding and administering any of their own medications. The self-administration of medication by pupils was addressed in the medication handling procedures and could be implemented should it be deemed appropriate for any of the young people. Medication taken out on school trips was placed into an envelope by the care staff. The secondary dispensing of medication by staff should be avoided. When medication is taken out of the school the first choice must always be to take the medication in the original labelled container. Where, following a documented risk assessment, this is not deemed to be the appropriate procedure then systems must be put in place to ensure that the correct medication is given to the pupils at all times. This will require a written procedure for any medication transfers to be made.

New procedures had been produced to provide staff with detailed guidance and to promote consistency within the school. However a copy of the old procedures were also available in the school and this could lead to confusion. Only one version of current procedures should be available to the staff.

Pupils' health records did not consistently contain all the necessary information e.g. there was no information regarding an asthma action plan. Some files contained pupils' photographs but this was not consistent. Health records should also be formulated into one overall health plan.

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?****2**

It was evident that the catering department was committed to the school and especially the pupils. The catering manager was aware of pupils' needs and endeavoured to meet them. For example records of likes, dislikes and specialist dietary needs were held.

Menus of this year and copies of previous years were inspected. The inspector was advised that cooked breakfasts were no longer available, and that this was related to the loss of a member of staff on the catering team. Some boys were happy with the breakfasts on offer, however the inspectors would advise that the management reconsider whether cooked breakfasts should be reinstated. In addition the input of a dietician with regard to the menu planning to ensure a well balanced diet is provided should be obtained. There were concerns identified with regard to the evening meal and ensuring that the quality of the evening meal was sufficient. Pupils had also raised this and the Head Teacher was taking action to address the issue.

It is essential that the kitchen staff and other staff handling food be trained in food hygiene without delay. There has been a 12-month gap since this training lapsed. Likewise training regarding The Control of Substances Hazardous to Health Regulations 1988 (COSHH) and health and safety in the kitchen are necessary.

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**

Children generally had their own clothes and personal items. However pupils, talked to inspectors about items going missing from their rooms or being damaged by other pupils.

Pocket money records were not observed during the inspection.

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?

2

Information under standard 17 was held in key worker's office file. Placement plans were completed for all pupils.

A new care planning format was inspected and found to be very good; especially in the way pupils were involved in its development. However, this is not in use with all pupils. Inspectors support its swift introduction.

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?**

2

From the sample of files viewed there was evidence that the necessary information was available. It would be advisable to audit all files to ensure that they all comply with the detail of this standard. It was not evident that pupils knew that they could read their files, although parents were made aware of this through information provided by the school.

Staff must not use white correction fluid or write in pencil. The school is also advised to consider whether using red pen will impede their ability to copy records.

The management must discuss with staff their use of language in records, which was at times unprofessional and indicated often staffs' emotional state. Staff should be reminded that records held by the school are legal documents and therefore should be written in a satisfactory manner at all times.

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 confirmed that information concerning pupils and staff held by the school were in accordance with this standard.

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

Records of contact were contained in key worker files. Records demonstrated that contact with parents was encouraged and the Chair of Governors confirmed that this was an area of development within the school.

There was evidence on file that relatives were kept regularly informed about the progress of their child.

Standard 21 (21.1 - 21.2)

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

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

There was evidence of this standard being met. For example, by the introduction of independence programme for appropriate pupils.

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?****2**

Individualised care by staff was clearly substantiated during the inspection. Practice viewed demonstrated that all pupils were considered as individuals and that plans were made to support their needs which were kept under review as behaviours altered and changed. The new placement plans will further assist in demonstrating the practice observed in action.

An independent person was available and it was recommended that the school boost the facilitation of one to one services with them. For example by providing a more secure base for them to meet with pupils in private.

Evidence presented demonstrated that the school had taken steps to facilitate inter-agency working but had not been achieved e.g. a dedicated Mental Health worker is required to be in post. Negotiations with the Health Service in appointing such a member of staff have not been successful. In order to ensure that pupils' mental health needs can be more fully met and support the development of staff skills in this area the appointment of this worker is seen as essential. The school had two link social workers for half of the week and also had contacts with the CAMMS service in the local area.

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 effectiveness of the school buildings to meet the needs of an EBD school was questioned. For example panels around the whole school were easily knocked in revealing electrical wiring, and pipelines and the roofs were easily accessible as were firebreak glasses, alarms. Action should be taken to reduce the risks from these issues.

There was some question about whether the School's maintenance budget could effectively meet all the needs of the school. There were a large number of issues, which required attention and the maintenance team were in constant action but the standard of maintenance was not satisfactory. Consideration must be given as to how to resolve these conflicts and ensure all damage is repaired and maintained to a satisfactory standard.

Please also see comments made in Standard 26 regarding Health, Safety and Security.

During this inspection no visit was made to the Laundry. The school is advised to check that the facilities and operation of the laundry meet the necessary standards.

The school is also strongly advised to consider the addition of an emergency call system such as a two-way radio system rather than relying on mobile phones.

This is an area, which requires immediate attention and will form part of the notification to be made to the LEA.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?****2**

Efforts had been made to develop the boarding units to be warm and friendly. It is notable that there was less damage in the units as opposed to other parts of the building. However, the privacy afforded by the boarding accommodation did not always meet a satisfactory standard. For example there were viewing panels in bedroom doors and in some cases no doors at all but arches to bedroom areas.

Most of the pupils were in single room/ area accommodation with a few sharing but no more than three pupils to a bedroom. Personalisation had occurred by some pupils where they wished this and the accommodation was solely used for boarding.

Concerns were also raised about the easily accessible gas handles in the Oaks boarding accommodation. This matter should be addressed as speedily as possible. In addition the inspectors considered that the facilities provided by The Oaks was not sufficient when six pupils were in residence. The school is advised to only use this boarding unit for four pupils at any one time.

Lockable storage was provided in communal areas for pupils' personal belongings whilst it is acknowledged that this is not ideal the management considered this did provide a means of greater security. However, some pupils reported that a reasonable amount of theft took place of belongings including clothes and toiletries. The school is therefore advised to reconsider how they can ensure pupils' property is more securely stored.

Long term planning for the school should include the development of a separate purpose built boarding unit.

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

The bathrooms and lavatories need to be fully reviewed in respect of how they meet the requirements of this standard. Some showers were not in good working order with tiles and other broken facilities, hand wash basins were located in communal thorough fares and in toilets there were broken toilet seats and at times, no hand drying facilities were provided.

Privacy was not always maintained by the facilities provided, with showers having no cubicle for changing in private and in one bathroom a bath and showers being located in the same area.

Water pressures were checked and in some bathrooms there was insufficient water supply to some showers. In addition communal wash hand basins had toothbrushes and toothpaste left lying on surfaces with no consideration for cross contamination.

This is an area, which requires immediate attention and will form part of the notification to be made the LEA.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?****1**

The schools' response to the last Health and Safety inspection report was inadequate and should receive the management's immediate attention. Although annual mandatory checks were in evidence, extensive risk assessment had not been completed. There was also a lack of immediacy to resolve damage and respond to recommendations from the fire officer. This was a recommendation of the last inspection report. Again this should be resolved as a matter of urgency.

The school's sport's changing facilities were inadequate, unclean and kept in an extremely poor state. For example there were three benches for pupils to sit on two of which were broken. The showers were unusable and had obviously been in this state for some time. The boot storage room was covered in dirty football boots even though a storage rack was available. In addition a filing cabinet had been placed on its side and a skylight removed above this so access to the roof could be made through this. The inspectors instructed that the shower rooms and storage room were locked off during the inspection. This action was taken. It was concerning to note that the safety and adequacy of this area had not been picked up by the school.

The Head Teacher had arranged for works to be carried out to the buildings to decrease the possibility that pupils could gain access to the roofs in general, this was for the main school building as well as the hall. Whilst arrangements had been made for this work to be carried out the funds for completing the work had not been made available. This was found to be completely unsatisfactory and inspectors sent a letter to the school asking that they confirm that this work is completed over the Christmas holidays 2004 in order to promote the safety of pupils.

The security of the back door to the school that is used for gaining access to The Oaks was of concern. The pupils had knocked in an adjacent panel so as to gain easy access to the school when this entrance was locked. This did not provide sufficient security to the building as a whole and must be altered to ensure security. The school is further advised to undertake a check of the premises to ensure that these adequately provide for security of the whole site. This also formed a part of the letter sent to the school regarding safety matters, which asked this work be undertaken during the Christmas holidays 2004.

This is an area, which requires immediate attention and will form part of the notification to be made to the LEA.

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?

1

There was no evidence of the school adequately vetting staff before they commenced employment. This was of grave concern and immediate action must be undertaken to ensure any newly appointed staff are fully vetted in accordance with this standard prior to taking up their appointment.

The school is strongly advised to undertake an immediate and full review of recruitment records held on all staff to check that these concord with the necessary detail in 27.2.

It is concerning to note that this has been an issue for the last two inspections undertaken by the CSCI and the National Care Standards Commission. This is an area, which requires immediate attention and will form part of the notification to be made to the LEA.

Total number of care staff:	15	Number of care staff who left in last 12 months:	X
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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?**

2

The boarding unit staffing levels were reviewed regularly in relation to the number of boarders. However, the school has been advised to keep the numbers of staff on duty as one staff in Phoenix unit and three in all other units during the evenings. Generally the numbers of staff on duty were considered adequate. However their deployment in relation to the number of units in use; e.g. no staff allocated to Phoenix was not considered satisfactory.

The School would be advised to follow Standard 28.6 for and complete a written risk assessment regarding night staffing.

There was a tired, frustrated and demoralised team in place at the school however inspectors acknowledge their commitment to pupils. The main concerns that inspectors had were in relation to teaching staffs' approach to pupils during the day. This did not adequately meet pupils' needs. Please also see comments made under Standard 9 of this report.

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?**

2

The School was beginning to put a staff-training programme in place. No development plan or individual records of staff training were available. In the past year staff training had been affected by staff availability and sickness, with training sessions having to be cancelled.

The management team are to be commended for working to improve staff access to training, for example by providing the Head of Care with a training budget and placing priority on staff attendance.

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 supervision had been difficult because of the lack of unit leaders, staffing vacancies and staff sickness. However, again the Head of Care should be commended for making staff supervision a priority.

Arrangements for the Head of Care's own supervision should be reconsidered. The inspectors saw a need for the Head of Residential Services to provide formal supervision to this person. The inspectors acknowledge that the Head of Care considered she received a lot of informal support from both the Head Teacher and Residential Services Manager.

Staff appraisals had not taken place and should be carried out in the next year.

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?

1

The Head of Care was working towards NVQ IV in Caring for Children and Young People however staffing issues have impaired this being completed.

The school highlighted that there were issues regarding the numbers of staff and the increase in the amount of paperwork, which needs to be completed.

The school had some crisis plans but it was not evident that a major crisis plan was available.

Staff had not been issued with the General Social Care Council's Code of Conduct for Care Staff. The school is advised to provide these to all staff.

The inspectors were concerned that the amount of work required to effect positive change within the school would not be possible unless the management team was augmented in order to achieve this. This was not considered a reflection on the management's skills nor their commitment to making change. It is being made in relation to the extreme sea change, which needs to take place. At the time of inspection the management team continued to only be able to work on a crisis management level, therefore the risks to pupils' safety and well-being were considered high unless changes could be made.

The inspectors note that the local education authority had tried unsuccessfully to increase the management team with an additional deputy head but had been unsuccessful in this appointment.

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

20 %

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?****2**

The Head Teacher acknowledged that the monitoring systems were not consistent and recognised these needed to be further developed.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?****2**

Monitoring systems were completed by the School Governors and The Residential Services Manager.

Of major concern was that the school was in such a level of difficulty that management do not have the time to produce consistent guidelines e.g. policies and procedures, time to follow up incidents in detail, and time to look at the development needs and support of staff. At the time of inspection monitoring systems had not identified issues sufficiently, which were identified during the inspection, for example health and safety matters, and child protection concerns.

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 would welcome comments on the content of this report relating to the Inspection conducted on 01, 02 and 03 December 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 the , 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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

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

Print Name _____

Signature _____

Designation _____

Date _____

Or

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

--

Print Name _____

Signature _____

Designation _____

Date _____

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

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