

inspection report

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

Muntham House School

Barns Green

Horsham

West Sussex

RH13 7NJ

18th October 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

Muntham House School

Address

Muntham House School, Barns Green, Horsham, West
Sussex, RH13 7NJ

Tel No:

01403 730302

Fax No:

01403 730510

Email Address:

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

Muntham House School Trust

Name of Head

Mr Richard Boyle

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

22/09/03

Date of Inspection Visit		18th October 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mrs E Southall	076969
Name of CSCI Inspector	2	Mrs K Allen	
Name of CSCI Inspector	3		
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 Richard Bell Head of Care	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Muntham House School

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Muntham House is a non-maintained residential special school for boys aged between eight and eighteen years. It is designated as a school for pupils with EBD (Emotional and Behavioural Difficulties) who may, in addition, have AD(H)D (Attention Deficit (Hyperactivity) Disorder. All pupils have a Statement of Special Educational Needs. Pupils are referred from geographical areas reasonably close to the school, as staff work in partnership with parents in addressing the boys' needs.

At the time of this inspection thirty-seven pupils were boarding at the school. Six boys were attending as day pupils.

The School is located in a rural setting at Barns Green, near Horsham. It is a large Victorian House with more recent purpose built extensions, set in twenty acres of grounds. The school buildings together with the facilities and amenities available within the grounds offer a spacious and stimulating environment to the pupils.

Boarders are divided into groups by age and the accommodation for the majority of pupils is situated on the upper floors of the main school building. Six senior pupils in the separate Extended Education Unit have their own individual accommodation in an adjoining annexe (The Bothy).

The school has a Board of Trustees and Governors who are actively involved in policy and administration. The Senior Management Team of the school includes the school's Principal, the Head of Education and the Head of Care.

The Principal of Muntham House School is Mr Richard Boyle. The Head of Care is Mr Richard Bell.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Inspectors found that the schools' boarding welfare to be of a commendable standard in five areas:

[1] The admission process and initial planning for each child is detailed and comprehensive, with each prospective pupil and their family receiving the specialised input and support of the Family and Induction Team.

[2] The leisure activities provided for pupils are varied, imaginative and well appreciated by the boys.

[3] Preparation for leaving care is given a high priority. There are good links with local colleges and employers. The Extended Education Unit provides a high quality of care and support to those pupils who are moving towards independent living.

[4] The care staff team is well-established, stable in numbers, and able to offer consistency of care to the boys. The members of the team are well balanced by age and gender. New working patterns recently implemented have promoted a more flexible and integrated approach to the care of the boys in a whole school context.

[5] Accommodation provided in the Extended Education Unit and the newly refurbished Senior floor is of a high standard and clearly well appreciated by the young people who live there.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

[1] The school's system for recruiting staff that will work with children and young people in the school should include evidence of completion of all the vetting procedures detailed in Standard 27.2, that can be verified in staff files. Staff files should contain all the documents detailed in Standard 19.2. This requirement was identified at the last inspection and must be addressed as matter of urgency.

[2] Regular supervision of staff should be implemented as detailed in Standard 30.2 and records kept of agreed action required following supervision meetings. (Standard 30.3)

[3] Improvements should be made to the accommodation provided on the Junior and Inter boarding units.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The boarding provision at Muntham House is an integral and key feature of the care that the school provides for the specific needs of its pupils. Pupils are cared for by a stable and committed group of staff and enjoy the imaginative and stimulating activities that are provided within the 24-hour care curriculum.

The Inspectors were advised that there is a process of ongoing refurbishment of the boarding facilities. Accommodation provided for the older boys is of a high standard. The Inspectors await the outcome of plans to refurbish the accommodation provided for the younger pupils.

Pupils who spent time with the Inspectors said that they felt that interactions with staff operate in a fair and open manner at all times. The Inspectors noted that older pupils had responded well to the school's ethos and appeared able to appreciate the opportunities and benefits provided by their placement at Muntham House.

The Inspectors considered that pupils who board at the school continue to be provided with a satisfactory standard of care.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS27	Files of all new staff recruited to the school do not include all of the verifiable records listed in Standard 27.2 and cannot provide evidence that all necessary checks have been completed before newly recruited staff begin work with children in the school.	Immediate & ongoing 18/10/04

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	RS4	Written complaints procedures, including that within the Welcome Book, are required to include details of how children and their parents can make a complaint directly to the Commission for Social Care Inspection.	By January 2005
2	RS19	Personnel files should contain satisfactory records and documentary evidence of a robust recruitment procedure that includes completion of all necessary checks before staff begin working with children in the school. The files to be monitored and signed on a termly basis by the Principal or his delegated senior member of staff.	Immediate and ongoing for all new staff 18 th October 2004.
3	RS27	As above	As above
4	RS32	As above	As above
5	RS24	The standard of maintenance of the accommodation provided for pupils in the Inter and Junior floors should be addressed.	Ongoing -18 th October 2004
6	RS25	The number of toilets provided on the Inter floor does not meet the requirements of Standard 25.2. This must be addressed. Showers on the Junior and Inter floors should take account of the children's need for privacy and dignity.	By 4 th April 2005
7	RS30	Staff supervision must be implemented that fulfils the requirements of this standard.	By January 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	RS3	Written procedural guidelines for staff on privacy and confidentiality that cover all areas detailed in Standard 3.2 should be implemented.
2	RS15	The planned changes regarding the arrangements for boarders meals should take account of the pupil's views.
3	RS32	A more structured system should be developed in order to ensure that all records detailed in Standard 32.2 are monitored in fulfilment of the requirements of this standard.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	NO
• Fire Service	NO
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• 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	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	18/10/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	21
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?	3
The school's brochure is a loose-leaf folder. Information printed on the folder itself describes the facilities provided for pupils at Muntham House. Additional documents included within the folder, according to individual circumstances, contain the specific detail required by this standard.		

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence

Standard met?

3

The school's Family and Induction Team visit each prospective pupil at home with their family/carers as part of the admission process in order that they are fully informed and involved in all decisions made. The team also maintains close contact throughout the time a pupil spends at the school.

Pupils who spoke with the Inspectors indicated that they feel able to approach members of staff with their views about their welfare. Formal procedures involve regular children's meetings and a school council. The Inspectors met with four of the members of the current school council, who take their responsibilities very seriously and who were clear in their understanding of their role in making the views of the pupils known to the school's management. They gave examples of specific changes that have been made in the past following discussion at the school council.

Evidence was seen in pupils' care files of their thoughts and feelings being taken into account in planning their care targets. Copies of the three-weekly target plans were signed by the young person.

Standard 3 (3.1 – 3.11)

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

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

The Inspectors were satisfied that all written records in respect of the children are kept safely and securely and that children's confidentiality is protected. However no written procedural guidelines are in place that address confidentiality. (Standard 3.2).

There is a comfortable and attractively furnished family room available where pupils can meet privately with parents and others.

Care staff who spoke with the Inspectors demonstrated a clear awareness of their responsibility to share information which they are given in confidence when necessary for child protection.

Telephones are provided for incoming calls in each unit. Whilst there were no complaints from pupils, the Inspectors considered that the school should review the current arrangements for outgoing calls. (Standard 3.5)

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

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

The school's complaints policy and procedural guidelines are detailed in the Staff Handbook and the Policies and Procedures. There is a Welcome Book used for each new boarder that contains details of how they can make a complaint. The book is personalised and presented in a colourful and child-friendly format. The information given must include details of how children and their parents can make a complaint directly to the Commission for Social Care Inspection (Standard 4.8).

Pupils who spoke with the Inspectors were confident in their ability to complain if they are unhappy about any aspect of their care.

The school has a complaints report book to log any complaints made.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

This standard is met. The school has a copy of the local Area Child Protection Committee procedures in addition to its own set of written policies and procedures.

The Inspectors were informed that care staff receive child protection training as part of their routine involvement in INSET days.

Care staff who spoke with the Inspectors were confident in their roles and responsibilities with regard to child protection.

The Principal, Mr Boyle, is the designated person for child protection at Muntham House.

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

0

Standard 6 (6.1 - 6.5) The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.		
Key Findings and Evidence	Standard met?	3
<p>The Welcome Book contains a clear statement of the school's stance that bullying in any form will not be tolerated.</p> <p>The completed pupil questionnaires indicated that young people do not see bullying to be of significant concern at the school.</p> <p>Care staff are clear that they need to be vigilant and intervene at an early stage of any incident.</p> <p>Twenty-one pupils completed a questionnaire that includes a question that addresses bullying.</p>		
Percentage of pupils reporting never or hardly ever being bullied	65	%

Standard 7 (7.1 - 7.7) All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.		
Key Findings and Evidence	Standard met?	3
The Principal, Mr Boyle, initiates notification of the appropriate authorities of significant events that relate to the protection of children in the school.		
NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:		
• conduct by member of staff indicating unsuitability to work with children	0	
• serious harm to a child	0	
• serious illness or accident of a child	0	
• serious incident requiring police to be called	0	

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>There are written Truancy and Unauthorised Exceats policies and procedures that address absence from the school without consent. There is also a Reporting Missing Persons policy.</p> <p>Written records of any incidents of absence without authority are held within individual case files and in the Incident Book.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
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Throughout the time they spent in the school the Inspectors noted that interactions between staff and children were carried out in an open and honest manner that demonstrated awareness of the boundary setting that is a central feature of the school's ethos and practice.

The school operates a 24-hour curriculum and boundaries set are safe, consistent and understandable in relation to the encouragement of responsible behaviour.

Staff training in positive care and control is provided, with an emphasis upon de-escalation of challenging situations.

Staff were noted to praise individual children in respect of specific achievements.

Standard 10 (10.1 - 10.26)

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

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

The school's approach to discipline and the ethos of the Care Curriculum is addressed in the Brochure and the Staff Handbook. An introduction to the points system used to reward responsible behaviour is included in the Welcome Book for new pupils.

The points system encourages responsible behaviour by enabling pupils to build up points and earn privileges. Records of the patterns of points awarded help staff to identify and track specific areas of difficulty experienced by individual pupils.

Staff reinforce positive behaviour at all times. The pupil survey indicated that the majority of pupils considered that their treatment was fair. Discussion with young people who spent time with the Inspectors confirmed this.

Sanctions imposed can include withdrawal of leisure activities, early bedtimes and 'time out' with staff.

The Sanctions and Restraint logs were up-to-date and in good order. Records of serious sanctions or physical intervention are held in pupil's individual case files, and in the log that records Serious Incidents Requiring Physical Intervention.

Incidents where restraint is used are monitored and tracked for emergence of any patterns by the Head of Care.

There is a separate book that records all other incidents. Detailed incident record sheets are kept in individual files.

Records seen provided evidence that appropriate opportunities are given to the young people to discuss and express their views about incidents in which they are involved.

The PRICE restraint technique is used in the school. The Head of Care is a fully accredited trainer and provides regular training for staff in the school.

The Inspectors considered that standards of behaviour were satisfactory at Muntham House, given the specified needs of the pupils who are placed there.

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?	4
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The Inspectors considered that the school's systems and procedures that address admission and leaving are of a consistently high quality.

Prospective pupils visit the school as part of the admission process.

The Family and Induction Team visit all new pupils (other than young people admitted directly to the Extended Education Unit) and their family/carers prior to admission and give a computer presentation about the school. They maintain close supervision of new pupils and provide high quality liaison and support for parents/carers and pupils that continues throughout the time spent at Muntham House.

The Inspectors felt that the Extended Education Unit is offering the six young men who live there a high quality programme that is promoting their individual life skills and providing a solid base for their transition to independent living.

Standard 12 (12.1 - 12.7)

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

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

There is a clear sense at Muntham House that the education and care plans are closely integrated, with open and interactive relationships between care and teaching staff. However the Inspectors were also satisfied that the school operates in a way that ensures that the education and care programmes are separated so that pupils feel that they are not permanently at school. Well-established communication systems mean that essential information is given to appropriate staff at the beginning and end of each day.

The recent introduction of new shift patterns has enabled care staff to be available to provide extra individual support to young people during the school day, if needed. The Inspectors considered that this has clearly improved the liaison and sharing of information between care and teaching staff.

The majority of boarders return home each weekend and all return home for a long weekend every three weeks. Teaching staff go to the residential units between 4-5pm on the day that the boys return in order to ease the transition process from their homes to the school environment. Care staff will also go on teaching trips with pupils.

Every three weeks, after the long weekend, each pupil's tutor and key worker meet to discuss progress in individual academic, social and behavioural targets. Care and teaching handover meetings take place at the beginning and end of the school day.

All six pupils living in the Extended Education Unit are attending full-time courses at local colleges.

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**

Muntham House offers a particularly varied and enjoyable programme of leisure opportunities to the pupils and this was confirmed by all twenty-one pupils who completed the questionnaire.

The extensive grounds of the school offer facilities for in-door football and gym, outdoor games, fishing, mountain biking, golf and an assault course. The boarding units are well supplied with a selection of age-appropriate boxed games, books and magazines, art activities, videos and computer games. Age-appropriate DVD's are hired. Common rooms are equipped with wide screen TV's and some bedrooms also have TV installed.

Swimming trips are taken to community pools and water parks.

There are links with nearby sports facilities and groups. Some local community groups use the in-door facilities at the school. The senior pupils can attend local clubs and societies.

Young people told the Inspectors of their enjoyment of team-building events, which involved short stays at specialist activity centres. A group completed the Three Peaks Walk in Yorkshire. Sixth Formers visited New York as part of the Challenge 21 Scheme.

A member of the care staff team is the designated Outdoor Pursuits Coordinator. All venues used are checked and risk-assessed before being used by the school. Written plans are completed before every trip taken.

All activities are subject to written risk assessment.

Standard 14 (14.1 - 14.25)

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

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

The two Health and Welfare Department staff are responsible for the day-to-day health needs of each pupil. Both attend a four-day First-Aid course every three years and attend all INSET training days, during which child protection and health and safety are addressed. Both have attended training in specific areas of health needs, which are accessed on request.

Individual health files contained all the required information including written authorisation for medication/treatment from the person or body with parental responsibility for the young person. Medical information forms are sent with the application pack. A member of staff is routinely involved in the admission procedure for new pupils.

The school's sick bay is situated next to the school surgery. The Health and Welfare staff liaise directly with parents/carers to arrange the management of unwell boarders, whose needs are assessed with the input of the care staff team.

All boarders are registered with a local GP and are accompanied by one of the staff to any necessary appointments. It is advised that boarders stay registered with their home dentist, however local dentists can provide emergency treatment, and also carry out an annual dental check on all boarders. There is a minor injury unit at the local hospital.

Medical histories are obtained during the admissions procedure and following entry to the school all new boarders visit the GP for a new patient health check. A school nurse and doctor visit to carry out routine vaccinations and sight and hearing tests.

The Inspector was advised that the staff liaise with specialist diabetic nurses who visit the school to support individual pupils who are diabetic.

Adequate First Aid boxes are available in the school and are regularly checked.

Prescribed medication is kept in a locked safe within a locked cabinet. It is dispensed into individual packs by the health and welfare staff, with dosages checked and recorded. Completed packs are kept in a separate locked cabinet. A satisfactory administration procedure was demonstrated to the Inspector and up to date daily medication record sheets seen in each individual pack. Packs are checked and taken to the boarding units each afternoon and returned to the school surgery in the morning.

Household medication is kept in a separate locked cabinet in the office and satisfactory records kept.

The daily medical diary records all events each day. Specific information is transferred to the pupil's individual health file.

Both members of staff attend the morning and afternoon handover between teaching and care staff.

Standard 15 (15.1 - 15.15)

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

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

The Inspectors shared four meals with the young people. The main cooked meal of the day is lunch, which is eaten in the school's dining room. The dining room provides a suitable environment for the numbers and needs of the staff and pupils who eat there.

At the time of this inspection, new arrangements were in the process of implementation for the evening meal, which is now at 5.30pm. The plan is that this meal will eventually be eaten in smaller groups on the individual boarding units. The Senior floor has developed a good system for planning, buying and cooking their own evening meal, with staff support. However discussion is still taking place about the management of getting hot food from the kitchen to the other boarding units, and the Junior and Inter floors are not currently equipped with enough dining tables and chairs for the boarders who live there. (Standard 15.8)

Supper is prepared and eaten in the individual boarding units by the young people with the support of care staff.

Fresh fruit is provided at every meal and drinking water is available at all times.

Menus seen by an Inspector demonstrated a good variety of meals. An Environmental Health inspection carried out in September 2004 had no outstanding recommendations or requirements.

The school policy that only one main course is offered at each meal is currently under review. The Inspectors observed that prepared salads were provided for lunch for boys who had told staff that they did not want the cooked meal that day.

The pupil survey and discussion with young people indicated that a majority of pupils were dissatisfied with the food at the school. Pupils who spent time with the Inspectors said that their concerns were mainly focussed upon the quality of ingredients and presentation of the meals.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

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

Boarders bring their own clothes to school, and wear them out of school time. They are also encouraged to bring their own choice of toiletries from home, however the Health and Welfare staff carry a stock of items of school uniform and personal hygiene products for boarders who do not have sufficient supplies of their own.

There is a school tuck shop and pupils can use the local shop for small purchases.

Pocket money brought from home is kept in a locked cupboard on each boarding unit, and records of deposit and withdrawal are signed by the young person.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

All of the information required by this standard is recorded within the Statement of Special Educational Need, Student Development Plan and the Personal Development Goals. Individual targets are reviewed every three weeks with the tutor and key worker.

All care planning is focussed upon the eventual re-integration of the young person to mainstream education/society.

Each boarding pupil has a key worker who monitors the care planning for the young person and who prepares a detailed report for the annual review.

Standard 18 (18.1 - 18.5)

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

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

Inspectors considered that Muntham House maintains good records of the history and progress of the pupils. All necessary information is contained within the individual case files, Care Plans and health files. Samples of each seen by the Inspectors were up to date and in good order.

All are securely stored.

Written information for pupils should advise them that they may read their files if they wish, confidential or third party information excepted, and add personal statements or statements correcting errors. (Standard 18.4)

The Head of Care advised the Inspectors that the LEA has copies of all records held at the school, and that the files of pupils who leave Muntham House are archived in a secure location on the school site.

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?****2**

The majority of records seen by the Inspectors were well maintained met the requirements of this standard.

However the Personnel files do not contain the documents detailed in Standard 19.2 and do not fulfil requirements. (See also Standards 27 & 32)

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

The Family and Induction Team play a key role in maintaining pupil's contact with their parents/carers and other significant people in their lives. They provide a comfortable and attractively furnished room where young people can spend time with visitors in private.

Staff maintain regular telephone contact with parents/carers.

Mr Boyle, the Principal, advised the Inspectors that school procedures for liaising with parents/carers are currently under consideration and review.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

The Inspectors considered that the daily life of the school provides opportunities for all children in the school, appropriate to the age and needs of each child, for the development of knowledge and skills needed for their likely future living arrangements.

The Extended Education Unit offers an Independent Living Programme that would provide a key contribution to any Pathway or other plan implemented for pupils who may be leaving care on leaving the school.

All pupils at Muntham House take part from the age of fourteen in a Transition Plan that includes work experience with local firms, careers education and guidance, community service and independence training.

Standard 22 (22.1 - 22.13)

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

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

Pupil questionnaires demonstrated that pupils feel confident in approaching members of care staff other than their key worker with personal or welfare concerns. This was confirmed in conversation with young people.

The Family Support and Pupil Induction Team (FIT) has a key role in ensuring that the requirements of this standard are met.

Case files demonstrated that pupils are referred to specialist external services if required following assessment.

Individual health, social and sex education is provided within the school curriculum.

The Inspectors also felt that the school should review and update the written terminology in use in some policy documents that address the school's purpose and methods of provision of care.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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Muntham House School is located in a rural area that could present problems associated with the isolation of the pupils, however the Inspectors felt that the best possible use has been made of the premises and location in order to provide a spacious and stimulating environment for the young people. The pupil questionnaire and discussion with young people indicated that a number of them appreciate the space that the school environment provides for them.

The school does not accommodate children with disabilities.

CCTV is used on the school site and a written policy for its purpose and use is now in place.

Details of all visitors are recorded and identity tags used.

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**

The current school development plan identifies plans for redecoration and refurbishment of some areas of the boarding accommodation.

The Senior floor has been redecorated to a high standard and equipped with new fixtures and fittings that are well appreciated by the young people who live there. The Accommodation provided in the Bothy for sixth formers is also of a high standard.

However the Junior and Inter floors remain in need of improvement and updating. Very little hanging space is provided for boarders' clothes, which are kept in under bed storage drawers. The Inspectors noted areas of damaged wallpaper and peeling paint. Timescales for routine maintenance and repair of damage are too long and must be prioritised where boarders' rights to privacy are affected. This to be followed up at future inspections.

Facilities for study are provided on the boarding units.

A telephone for incoming calls is provided on each unit. (See also Standard 3.5)

The staff sleeping-in room is located on the junior floor. A buzzer is available on the Inter and Senior units to provide contact with the sleeping-in room.

Standard 25 (25.1 - 25.7)

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

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

Toilets, baths and showers provided for senior pupils are satisfactory. Sixth formers accommodated in the Bothy live in individual self-contained flats with a private bathroom.

The pupil questionnaire and discussion with boarders demonstrated a continuing high level of concern about lack of privacy when using the showers on the Junior and Inter floors, due to the fact that cubicles are fitted with curtains, not doors. This should be reviewed.

There are two toilets provided for the thirteen boarders on the Inter Unit. This does not fulfil the requirement detailed in Standard 25.2 and must be addressed.

Standard 26 (26.1 - 26.10)

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

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

The school employs an Estate Manager who holds responsibility for assessing all possible risk factors present in the school buildings and grounds. Ongoing risk assessments of the environment and all activities are undertaken and regularly reviewed.

Pupils who spoke with an Inspector were clear in their understanding of the evacuation procedures in case of fire.

Requirements from the last Fire Service report dated 29th July 2003 have been met. Records demonstrated that equipment tests and fire evacuation procedures are routinely carried out, although no records have been completed during the current half-term. Mr Boyle advised the Inspectors that arrangements that address fire safety are currently under review. An officer from the local Fire Service is to visit the school during October 2004 to discuss prospective improvements. This to be followed up at the next inspection.

Not all records needed to verify the requirements of Standard 26.2 are up-to-date were available due to the absence of the Estate Manager. The Inspectors advised that Health and Safety records that can demonstrate fulfilment of the requirements of standard 26.3 should be made available for each Announced Inspection.

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

Files of five staff recently recruited – four care staff and one ancillary member of staff – did not contain documents that could demonstrate that all necessary checks had been carried out before they began work with children in the school. This is an outstanding requirement from the last inspection in 2003.

The school must implement a satisfactory recruitment procedure that can be seen to fulfil all requirements detailed in this standard as a matter of urgency. (See also Standards 19 & 32)

Total number of care staff:

16

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)

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

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

Each boarding unit is staffed by three care staff and one team leader by day. Rotas seen demonstrated that this level of staffing is maintained.

The staff group is well-established and provides a good mix of age and gender. The Inspectors were advised that sickness and holidays are covered from within the team and that agency staff are not used.

A comprehensive risk assessment is in place to support the school's sleeping-in provision of one member of staff for the boarding unit. The Inspectors were satisfied that the systems in place, incorporating on-call backup from staff on site, provide an adequate level of care.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

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

Care staff at Muntham House are supported and encouraged to pursue training and development opportunities that equip them with the skills required to meet the needs of the young people in their care. Core and specialist courses are provided at INSET days.

A satisfactory induction procedure, including completion of case studies, is provided for new staff.

An ongoing programme of NVQ training is provided for care staff. Additionally, the Inspectors were advised that four members of the team are currently undertaking an advanced certificate in managing children with special educational needs.

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**

All care staff receive a yearly supervisory meeting with the Principal, Mr Boyle, during which an appraisal is completed. However arrangements for individual supervision of new and established staff do not fulfil the requirements of Standard 30.2, 3 & 4 and must be addressed.

Care staff were clear about lines of accountability in the school. The new shift patterns that have been implemented have increased their sense of integration in the school. They feel valued and well-supported in their work with the boarders.

The Staff Handbook fulfils the requirements of this standard.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The Head of Care undertakes to meet the requirements of this standard with regard to the number of all care staff required to hold an NVQ (or equivalent child care qualification) by 2005. An active NVQ training programme is in place.

The written Health and Safety Policy details the school's range of planned responses to emergency situations.

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

50 %

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

Most areas of internal monitoring of school records were seen to be satisfactory, however no routine monitoring of the staff recruitment records, which do not fulfil requirements, has taken place. This must be addressed. (See also Standards 19 & 27).

As good practice, the Inspectors considered that a more structured system should be developed in order to ensure that monitoring of all records detailed in Standard 32.2 is undertaken.

Standard 33 (33.1 - 33.7)

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

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

The Inspectors were satisfied that visits carried out by the Trustees/Governors fulfil the requirements of this standard. In discussion with Inspectors it was agreed that the current diary records kept following visits will be incorporated in structured half-termly reports that fulfil the requirements of Standard 33.4 & 5.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Lay Assessor	_____	Signature	_____
Date	_____		
Regulatory Inspector	_____	Signature	_____
Date	_____		

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 18 October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

A very factual and accurate report. Once again Muntham House School sees the process of inspection as one of cooperation and mutual support towards establishing an excellent environment for BESD pupils.

The report builds on previous inspections and represents a coherent and consistent drive towards improvement and the celebration of high standards.

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

YES

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

NO

Note:

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

D.2 Please provide the Commission with a written Action Plan by 29 November 2004, 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>

D.3 HEAD'S AGREEMENT

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

D.3.1 I The Principal _____ of Muntham House School 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	<u>Richard Boyle</u>
Signature	<u></u>
Designation	<u>Principal</u>
Date	<u>November 23-2004</u>

Or

D.3.2 I _____ of Muntham House 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	<u></u>
Signature	<u></u>
Designation	<u></u>
Date	<u></u>

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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