



Champions for
Social Care
Improvement

inspection report

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

Wishmore Cross School

Alpha Road

Chobham

Surrey

GU24 8NE

24 and 25 February 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Wishmore Cross School

Address

Alpha Road, Chobham, Surrey, GU24 8NE

Tel No:

01276 857555

Fax No:

01276 855420

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

Surrey County Council – Children’s Services

Name of Head

Mrs D Close

NCSC Classification

Residential Special School

Type of school**Date of last boarding welfare inspection:**

30/09/03

Date of Inspection Visit		24/25 February 2004	ID Code
Time of Inspection Visit		9:00 am	
Name of NCSC Inspector	1	Ms R Coler	
Name of NCSC Inspector	2	Mrs R Judge	
Name of NCSC Inspector	3	Mrs G Yates	
Name of NCSC Inspector	4	Mrs V Bulbeck	
Name of NCSC Inspector	5	Mrs D Buchannon	
Name of NCSC Inspector	6	Mrs C Martin	
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Ms D Close	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Wishmore Cross 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

Wishmore Cross School is an LEA funded school for boys within the age range of 11-16 years. The school provides both boarding and day facilities for young people with special educational needs who are identified as having emotional behavioural difficulties as their primary need. At the time of inspection approximately two thirds of the school population were day pupils.

The school was formally a mainstream secondary school with the residential facilities being converted from large classrooms over 30 years ago and did not meet the standards of accommodations cited in the National Minimum Standards for Residential Special Schools. There were four boarding units available but only three were in operation, these being Hastings, Waterloo and Trafalgar.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Standard 2-Consultation with pupils and significant others

The school has a flourishing school council, which is being enhanced by the support of the independent person from Script. The school described several innovative ways in which they had encouraged pupils to put their views to the school, one of which was in respect of school uniforms.

Standard 13- Activities

There was a good range of appropriate activities on offer throughout the week. This included a range of physical activities as well as creative opportunities.

Standard 31- Management

The management of the school was well organised and conducted in a manner, which constantly reviewed how to improve the quality of care provided. Management were well aware of the current constraints on improving the school; namely the premises and lack of detailed criteria of admission to the school. The management team wished to develop a clearer school profile for admissions but was unable to do so until the LEA gives clear direction about the range of pupil needs they consider the school should create services for.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Standard 1-Statement of Purpose

The school had a statement of purpose known as a vision statement 'opening doors' as well as a school prospectus which contained most of the detail required by criterion 1.3 of the standard. However this document did not clarify the admission criteria or the approved number of day and residential pupils, age range and gender. The admission criteria was considered to be a crucial area missing from the statement. This must be decided in order to provide a framework for the needs that the school can cater for.

Standard 6-Anti bullying

The school had an anti-bullying policy and procedure. Records and incidents witnessed during the inspection showed that bullying was a real issue within the school. This was also recognised in the last Ofsted inspection report. The senior management team continue to review and take action to reduce the amount of bullying that occurred on a regular basis. Therefore whilst the inspectors were concerned by the level of bullying witnessed in the school, this being especially noticeable during the school day. They considered that the management took action to reduce the instances of bullying. The inspectors noted that the ratio of day to boarding pupils at the school, the poor physical conditions of the premises, the lack of a comprehensive range of specialist support and the wide range of diverse pupil needs impacted heavily on the ability of staff to decrease the level of bullying at the school.

Standards 23-26- Premises and Health and Safety

The layout and standard of premises furnishings and fittings were considered to be inadequate and provided an environment, which did not support the school's operation. The staff made every effort to improve the environment for which they should be commended. Improvement to the current buildings must be undertaken in the near future should the school's plans to develop new residential premises not be implemented within the months following the inspection.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection team would firstly like to sincerely thank the pupils, staff and management team for the welcome, courtesy and support shown to them throughout the inspection. This was especially appreciated, as there were many changes to the inspection team, which the school accommodated without question.

The inspectors considered that the welfare systems were impacted by the lack of a suitable school premises, undefined detail of the needs of pupils, and a high ratio of day to residential pupils. The school's staff team worked hard to alleviate some of the issues, which arose however, there were risks that were inherent to the situation, which unless changes were made could not be alleviated.

The inspectors were also of the opinion that the school had made considerable progress in developing systems and support, which had positively built on the school's operation. The inspectors would also commend the staff for their commitment to developing individualised programmes of education and welfare.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS1	The statement of purpose must include details of the range of pupil needs and ages that the school caters for.	By the 30 May 2004
2	RS1	A pupil handbook should be developed.	By the 30 June 2004
3	RS4	The complaints record book needs to provide greater detail about the outcome and/or on-going action taken about any complaint.	By the 30 May 2004
4	RS5	Child protection referrals must also be notified to the NCSC as detailed in Appendix 1 of The National Minimum Standards for Residential Special Schools. This had not occurred.	Immediate 25/02/04
5	RS6	Records of bullying should be completed in full on all occasions. The school should also ensure that all incidents of bullying are being recorded.	Immediate 25/02/04
6	RS6	Where a pupil demonstrates bullying or victim type behaviours this should be recorded in their placement plan. Actions should be identified as to how the residential care team will help diminish these types of behaviours.	Immediate 25/02/04
7		The school must forward back notifications from 1 April 2002 to the NCSC.	By the 30 May 2004
8	RS10	The bound restraint record books must contain all the detail set out in Standard 10.	Immediate 25/02/04

9	RS10	A formal risk assessment regarding the level of aggression and inappropriate language shown to staff should be undertaken and reviewed on a regular basis.	Immediate 25/02/04
10	RS10	Should a pupil continue to be sanctioned regarding their behaviour whilst waiting in line for lunch this should be recorded as a sanction.	Immediate 25/02/04
11	RS14	Any recommendation made in the NCSC Pharmacy inspection report dated the 25 th February 2004 should be implemented in full.	Immediate 25/02/04
12	RS14	The inspectors strongly recommend that Surrey County Council consider developing roles within this school, which would holistically support pupils' needs, such as the more regular support from psychologists and psychiatrists.	By the 30 June 2004
13	RS15	Decisions about when a pupil should go into lunch must not be made by considering how they have behaved during the school day.	Immediate 25/02/04
14	RS22	Surrey County Council should arrange for the school to be fully supported by regular input from a range of relevant professionals	By the 30 June 2004
15	RS23	Surrey County Council must provide the NCSC with a detailed plan of the building of new residential premises. Should this plan not commence within six months the Council should supply the NCSC with details of how the current facilities will be upgraded to a satisfactory level.	By the 30 May 2004
16	RS26	Glass on the tennis courts and outside the front reception area of the building should be removed.	Immediate 25/02/04
17	RS26	The school should check that with Surrey County Council when the company will be undertaking work indicated by the report regarding fire precautions and ensure that this is accomplished without delay.	Immediate 25/02/04
18	RS26	The school's fire risk assessment should be reviewed annually and contain assessment concerning the risk presented by pupils' smoking.	Immediate 25/02/04
19	RS28	The school is advised to review the detail of The Working Time Directive Regulations to consider whether this impacts on the way they organise shifts; including whether this would indicate that additional staff are necessary in order to cover breaks adequately.	By the 30 May 2004

20	RS28	The school is recommended to draw up a set of criteria for when the use of two-way radios by staff on duty is obligatory.	Immediate 25/02/04
21	RS29	The management should review the training list provided as in Appendix 2 of The National Minimum Standards for Residential Special Schools and consider how this should inform the school's training programmes. In addition the school should ensure that each member of staff has a training plan for the year.	By the 30 June 2004
22	RS30	Surrey County Council should review the staff support systems provided to the school with a view to increasing these to include greater external support services, such as external group supervision sessions and individual staff support for the head teacher.	By the 30 June 2004
23	RS31	It is suggested that a formal quality assurance programme be introduced which would formalise the procedures the school has in place for consulting about the operation of the school.	By the 30 June 2004

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS5	The school is advised to ensure that they are fully aware of the local interagency protocols in respect of child prostitution as indicated in criterion 5.10.
2	RS10	Surrey County Council should develop the published formats for records of restraint and sanctions as indicated in this report.
3	RS18	The school should ensure that all staff sign when making entries in pupils' records.
4	RS27	The school should ensure that ancillary staff are adequately vetted before they take up employment at the school.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
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	24/02/04
Time of Inspection	9.00
Duration Of Inspection (hrs.)	44
Number of Inspector Days spent on site	2

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	<input type="text" value="17"/>
GIRLS	<input type="text" value="0"/>
TOTAL	<input type="text" value="17"/>

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	1
<p>The school had a statement of purpose known as a vision statement 'opening doors' as well as a school prospectus which contained most of the detail required by criterion 1.3 of this standard. These two documents provided a comprehensive statement about the school's strategic intentions, setting out the school's aims and how they intend to achieve them. However these documents did not clarify the admission criteria or the approved number of day and residential pupils, age range and gender. The admission criteria were considered to be a crucial area missing from the statement. This must be decided in order to provide a framework of the needs that the school can cater for. The inspectors understand that the school management team were in agreement with this point and had been in discussion with the Local Education Authority in order to agree this matter for some time but had not been successful in achieving a resolution. This decision is critical in order for the school to provide adequate support and welfare to pupils who attend the school. The inspectors considered that without this detail being available it was not possible to conclude that the operation of the school was in accordance with its statement of purpose. Therefore this standard has been graded as 1. The inspectors were also concerned that this led to the school providing services for an unrealistic range of needs where extremely vulnerable pupils were being placed with pupils who displayed a high level of aggression.</p> <p>The school had a detailed parent handbook, which provided a good level of information to parents and carers. The inspectors consider that in addition a pupil handbook would be beneficial. This would provide pupils with written guidance concerning the school's statement of purpose and relevant policies and procedures. The school's management team were receptive to this suggestion and stated that they would develop this in partnership with pupils.</p>		

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	4
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The school has a flourishing school council. The school described several innovative ways in which they had encouraged pupils to put their views to the school, one of which was in respect of school uniforms. Pupils were putting a proposal to the School Governors about what kind of school uniform they would like and when complete would be presenting this proposal to the full governing body using a power-point presentation. This was considered to be a very positive way of engaging pupils in the running of the school.

Monthly meetings were also held with parents and the school had three parent governors on the governing body who play a full part in all the sub-committees of the school. At the time of writing the report no feedback from parents had been received. However, the inspectors concluded that parents' views were sought on a regular basis and that parents felt enabled to discuss their views with staff through observations during the two-day inspection.

Pupils reported that their views were considered by the school and that in general they considered staff listened to them.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?**

2

The school catered well for the principle of confidentiality. Staff understanding of the issues relating to confidentiality and privacy were good.

The school should however, review how well they comply with the Data Protection Act when making entries in documents, such as daily diaries in these documents information does not only relate to an individual pupil; therefore it maybe more appropriate to refer the reader to the appropriate file.

The residential accommodation did not promote privacy and therefore this standard could only be partially met. If the school is not to have new residential premises in the near future consideration must be given to how privacy could be improved within the original boarding accommodation. This was especially evident within the dormitory areas and the school's bathrooms and toilets. Please see the standards on premises for more information relating to this matter.

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?**

2

The school had a detailed complaint procedure, which would benefit from information concerning the time in by which a complainant could expect their complaint to be dealt with. The complaints record book needs to provide greater detail about the outcome or on-going action taken about any complaint e.g. whether the complaint is upheld or not. The inspector was unable to confirm from records which complaints were substantiated therefore the information grid below was not completed.

Pupils spoke knowledgeably about the complaints procedure and were aware of the independent person and had regular contact with this person. Records of complaints also confirmed that pupils knew and used the complaint procedure, with assistance from staff where this was their wish.

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

17

Number of above complaints substantiated:

X

Number of complaints received by NCSC 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?

2

The school had a detailed Child Protection policy and procedure, the Head Teacher being the Child protection liaison officer (CPL0) for the school. Interim arrangements had been made for when the Head of Care and Head Teacher were to be off work. Staff had detailed understanding of protection matters and were able to state the action they would take should a child protection concern arise.

The records of child protection investigations were kept confidentially. Staff were enabled to understand that there was a child protection concern in relation to an individual pupil by the use of a coloured dot being placed on the pupil's file.

The school is advised to ensure that they are fully aware of the local interagency protocols in respect of child prostitution as indicated in criterion 5.10.

Child protection referrals must also be notified to the NCSC as detailed in Appendix 1 of The National Minimum Standards for Residential Special Schools. This had not occurred.

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

3

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

The school had an anti-bullying policy and procedure. Records and incidents witnessed during the inspection showed that bullying was a real issue within the school. This was also recognised in the last Ofsted inspection report. The senior management team continued to review and take action to reduce the amount of bullying that occurred on a regular basis. Therefore whilst the inspectors were concerned by the level of bullying witnessed in the school, this being especially noticeable during the school day, they considered that the management took action to reduce the instances of bullying.

Records of bullying indicated that there had been fifteen recorded incidents of bullying in a bound book. These records were not always being completed in full with 'action discussed' and 'action taken' sections often being left incomplete. The inspectors also considered that it was likely that only 'high profile' cases of bullying were being entered on this record. They witnessed incidents during the school day, which they considered as bullying yet these were not recorded, or dealt with as such, by the staff on duty. Therefore the inspectors concluded that the school could not successfully monitor the full extent of bullying within the school whilst all incidents were not being recorded.

The inspectors considered it would be helpful to record within placement plans where a pupil demonstrated bullying or victim type behaviours and make plans as to how the residential care team will work after school to diminish these types of behaviours.

The inspectors noted that they considered the ratio of day to boarding pupils at the school, the poor physical conditions of the premises, the lack of a comprehensive range of specialist support and the wide range of diverse pupil needs impacted heavily on the ability of staff to decrease the level of bullying at the school.

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?**

2

The school had prepared a policy on making notifications to the relevant body, which was to be implemented following the inspection. Notifications to the National Care Standards Commission, which should have occurred, had not taken place. No recommendation will be made about this matter as the school had already taken action to rectify this. The school must forward back notifications from 1 April 2002 to the NCSC.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

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

0

0

0

0

Standard 8 (8.1 - 8.9)

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

Key Findings and Evidence**Standard met?**

2

The school had a bound log, which recorded when pupils went missing. Police were informed on ten occasions but on no occasion was this reported to the National Care Standards Commission. Please see standard 7 for greater information concerning what the school is to implement in respect of notifications. The school had a comprehensive system for monitoring where pupils were which continued throughout the school and residential parts of the day. This assisted the school in making an early assessment that a pupil had gone missing.

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

10

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?	2
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The inspectors considered that staff worked hard to develop positive relations with pupils at all times, even during extremely difficult situations where pupils displayed extremely aggressive physical and verbal behaviour. Staff were observed to react calmly in every situation they dealt with. Pupils spoke positively regarding the relationships that they had with staff. One issue of concern was raised about one member of staff during the inspection. The inspectors were pleased to note that this was already being dealt with by the Head Teacher.

One area of concern, which was shared by the last Ofsted inspection report related to the amount of swearing that pupils used when talking to staff. The Head Teacher was aware that this was an issue of concern and was developing long term plans to reduce the use of such language. The inspectors considered that this was an important development in the school, but that the school still had away to go to fully address this issue. The inspectors noted that during the inspection they were treated as guests by all pupils who were co-operative and helpful. At no time did any pupil swear at the inspectors and in fact apologised if they used such language in their presence. This demonstrated that they were able to distinguish acceptable behaviour and could when necessary undertake to use this.

Again the fundamental issues raised in respect of the premises, the mix and level of pupil need, lack of regular specialist support were considered to adversely affect staff/pupil relations but this was not considered to be a reflection on staffs' skills or commitment to pupils.

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?****2**

The school had the relevant policy and procedures relating to behaviour management. This included detail of how to promote positive behaviour. All staff had been trained in Surrey County Council's behaviour management policy 'Positive Options' which has been included in the school's behaviour management programme. The Head Teacher was a trainer in this policy and regular discussions were held about the ways in which this was used.

There were a large number of restraints and physical interventions (including removal and proactive low level interventions) used by staff. These were recorded in the restraints bound record book but did not provide the detail of the restraint as outlined under Standard 10. The school agreed to change this practice in line with Standard 10 of National Minimum Standards for Residential Special Schools. In addition the inspector has advised the Council to publish bound books to keep both records of restraint and sanctions for all their Residential Special Schools. This suggestion is being considered.

Pupils reported that they considered restraint was necessary at times and considered staff held them appropriately when this occurred. The Head Teacher monitored the number, types of hold, people involved in the restraint, location of the restraint and reasons for restraint on a regular basis. The patterns and trends were identified where possible and action was taken to reduce the reasons. For instance it was noted that when the intake of pupils occurred in September there was a greater number of restraints used. Therefore the school decided to undertake a review of how this transitional phase is handled. From this review a full plan is being developed, and implemented, involving schools from which pupils will be admitted, pupils themselves; and their families, staff of the school and the link social workers attached to the schools. This was considered to be an innovative move in supporting the introduction of pupils to the school and thereby supporting pupils in maintaining acceptable behaviour.

The school also closely monitored the use of pupil exclusion from school, and the trends in this, to inform how they might respond to pupils' behaviour. One reason for exclusion was pupils showing extreme aggression to staff. The inspectors considered that whilst the levels of aggression were monitored a formal risk assessment regarding this matter should be developed and reviewed on a regular basis.

Sanctions used were listed in the behaviour management policy and were known by pupils. Records were fully completed. Records were not included in the sanctions log of when pupils were prevented from going into lunch and asked to return later, because of their behaviour. Please refer to standard 15 for detail. Should a pupil continue to be sanctioned regarding their behaviour whilst waiting in line for lunch this should be recorded as a sanction.

The inspectors noted that the poor state of the premises; the wide range of needs and the lack of sufficient specialist support affected how the staff were able to manage pupils' behaviours. The inspectors observed care staff working competently and constructively with difficult behaviours throughout the day. All staff remained calm, proactive and attentive when dealing with pupils' negative behaviours. Staff also worked as a cohesive team ensuring that staff in need of assistance received this as a matter of priority. The inspectors commend the staff team for this approach. Please also see Standard 10 for reference to inspectors' views concerning staff support.

The inspectors were also of the opinion that without changes to the fundamental issues

outlined in this report the staff will continue to work within an environment where pupils will display extremely aggressive and confrontational behaviours.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	3
<p>This standard was met. It was positive to note that the process of deciding upon whether boarding is appropriate for an individual pupil had changed and developed over the past year so that this is more flexible and more appropriate to the pupil's individual needs. The school was fully involved in developing appropriate individualised leaving school policies and procedures.</p>		

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

The value of education and residential staff working together was acknowledged by all the staff who spoke with the inspectors. Inspectors saw this attitude confirmed during the inspection where staff were noted to work in co-operation to achieve a whole school approach to the care and education of pupils.

There was a very positive relationship between education and residential staff, which actively contributed to pupils' educational attainment and progress. This was evidenced by the school's daily routine of completing homework after school directly the school day had finished and was supported by placement plans including information about educational targets. Activities on offer also supported pupils educational achievement.

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

There was a good range of appropriate activities on offer throughout the week. This included a range of physical activities as well as creative opportunities.

Risk assessment was undertaken appropriately for all activities and these were reviewed frequently. Where appropriate individual risk assessment for pupils attending activities was undertaken.

Pupils commented positively about the activities on offer and considered there was an acceptable balance of free and organised time. The inspectors would agree with these views and therefore considered this standard was well met.

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

Individual pupil's files contained satisfactory information concerning their health needs. It would be helpful for placement plans to indicate the actions staff should take in respect of any health care concern.

The NCSC Pharmacy inspector undertook a full inspection of the school's administration of medication on the 25th February 2004. A summary of the report is as follows:

'Policies and procedures to support care staff and classroom assistants in their handling of medication were in place. However there were no written procedures documenting those activities around medication ordering, receipt and auditing undertaken by the senior care team.'

A separate inspection report was produced in relation to the pharmacy inspection. The school should ensure that any recommendation made in the report is implemented.

The school had full policies and procedures in relation to health promotion, which was supported by a comprehensive PHSE curriculum. One example of this programme included the school holding an education day on smoking to assist in pupils understanding the health concerns around smoking. Some pupils informed inspectors that they were attempting to quit smoking following this event and that the school staff continued to assist them in this.

The school had some links with specialist services but considered that these should be strengthened for example by the addition of a community psychiatric nurse (CPN). The school had been in discussion with the local education authority on this and hoped that this post would be created. The inspectors whole-heartedly support the school in their desire to increase the services available through the school in order to holistically support pupils' needs. The inspectors strongly recommend that Surrey County Council considers developing other roles within this school which would collaborate to meet pupils' needs, such as psychologists or psychiatrists who could assist staff and pupils in recognising the reasons and motives for pupils behaviours and assist the school in developing support systems which increase the likelihood that relevant holistic support is provided to pupils. Recent research has made references to the need for children's mental health issues to be given greater priority and emphasis within the care they receive. This is especially necessary to meet the needs of the pupils attending Wishmore Cross school.

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 found that the school catered well, providing a range of homemade foods with a suitable choice of menus on offer at each meal. Most pupils commented favourably about the food provided and said that there were adequate snacks available throughout the evening.

The dining area was considered to be used very positively, offering a friendly, informal and pleasant area to dine, which promoted social interaction. Meal times were social events with staff and pupils eating together. The evening meal was especially relaxed. This was considered to be due to the fewer number of pupils present and the more informal mealtime arrangements. This was considered appropriate. The head teacher confirmed that they no have never used points to decide who went into meals. However, it was noted that this maybe used to make decisions about when a pupil would go into dinner in conjunction with how they behaved waiting in the line. The inspectors did not consider that this should continue, it is understandable that should someone misbehave in line then they might need to wait in order to enter the dining room in a safe manner. However, how they have behaved earlier in the day should not affect when they are able to eat lunch. Both staff and pupils considered that using points to enter the dining room unacceptable and the school must cease such practice. Please also refer to Standard 10 Behaviour Management.

The kitchen facilities were satisfactory, food was stored appropriately, the kitchen was clean and environmental health requirements were being followed.

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

Pupils' needs were met on an individual basis. As the school is for weekly or part time boarders most of their personal requisites were provided by their families at weekends. However, pupils reported that should they have forgotten any items staff assisted them in obtaining these, either through a shopping trip or by using additional stocks that the school kept for this purpose.

Pupils' pocket money records were not inspected on this occasion. However, pupils reported that this was handled appropriately and that they could spend the money any way they wished. In addition during discussions with the Head Teacher she described procedures, which were considered satisfactory.

Pupils wore their own clothing during the evenings and were encouraged to wear a full school uniform during the day.

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

The school had comprehensive placement plans, which covered the areas listed in criterion 17.5; they also included two social targets for each pupil. Staff and pupils confirmed that they were aware of the contents of placement plans and were involved in developing, monitoring and reviewing these. It was pleasing to note that these plans continue to develop and the school responded positively to further suggestions made during the inspection. As already stated the inspectors considered that it would be beneficial for placement plans to include detail of how the staff will support any child who is considered to show bullying or victim type behaviours and detail actions staff should take to alleviate any health issue a pupil may have.

The school were suitably involved in any statutory review process concerning all pupils and took action to initiate any review should they consider this necessary.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

3

The inspectors considered that the school generally satisfied the criteria of this standard. For example each pupil's file contained the detail listed in this standard and entries on pupil's records were signed and dated in most cases; however the management should ensure that all staff follow this practice.

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

Records were available as listed in 19.2 of the national minimum standards.

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

Please see comments made in Standard 2. In addition the school's training programme for care staff had included six staff attending courses in NVQ level III in Caring for Children and Young People. This training programme included elements concerning work with children and their families.

The school also provided accommodation for pupils to meet visitors in private, unfortunately due to pressures on accommodation a room that was allocated for the use of the Independent Person could no longer be allocated especially for this purpose. The Head Teacher was aware that this was not ideal and intended to rectify this both through an interim measure and in the long term. The inspectors welcome these moves.

The inspector discussed with the senior management team how they might continue with this learning in training programmes, which followed staff gaining this professional qualification and were confident that the school would take steps to ensure that this was in place.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

9

At the time of inspection no pupil was leaving care.

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

The inspectors noted that the school developed very individualised programmes of support for pupils. This was considered to be a challenge for the school due to the range and level of needs presented by the pupil group. The school staff are therefore commended for their commitment to developing individual programmes of support and care which reflected an individual pupil's needs. However, the inspectors would strongly advise Surrey County Council that this hard work should be fully supported by regular input from a range of relevant professionals who could assist both staff and pupils in dealing with issues that pupils' present. Whilst some support was provided by external specialists this was not considered adequate in providing sufficient guidance in relation to specialist interventions which should be adopted with particular pupils.

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
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The premises were in an extremely poor state of repair and this in conjunction with the design of the premises did not support the school's statement of purpose. A detailed plan for residential accommodation has been made but there is no indication when this will be put into action. This is extremely concerning. The inspectors considered that the premises showed a complete lack of respect for pupils. Where many of the boys have no self-esteem this was considered to contribute to their poor standard of behaviour and self worth. As will be noted from comments within the report the poor standard and state of the premises was considered to adversely affect many aspects of the school's operation. Therefore the school must provide the NCSC with information as to when the new premises will start and if more than six months are to elapse before work commences then the school must take remedial action to improve the boarding facilities at the school.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence	Standard met?	1
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As already stated the boarding accommodation was considered to be totally inadequate. The inspectors would note that staff made every effort to make these areas pleasant, homely and comfortable but this was impeded by the general environment, for example boarding units were developed from classrooms which had been modified and were not fit for purpose.

Privacy of boarding accommodation was totally inadequate. The beds were separated by dividers which reached shoulder height, wash hand basins were located in communal areas, there was a lack of lockable facilities in some boarding areas, some wardrobes did not have doors fitted, and communal space was located with dormitory provision. The school is asked to address these issues as a matter of priority.

Laundry services were adequate.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

1

There were an adequate number of toilets and wash areas, but these were not satisfactory. The location of one bathroom which had to be accessed by going out of the boarding accommodation, the poor level of privacy afforded by the facilities, the lack of ability for pupils to individually control showers in some areas and the standard of décor and fixtures and fittings were of particular concern. The inspectors would note that the bathrooms and toilets were clean throughout the inspection.

Water temperatures were reported to be controlled by thermostatic valves at source as well as in the boiler room. There was some confusion as to whether the school needed to test the water for Legionella. This should be discussed with the environmental health department.

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

In general many of the health and safety checks had been completed. For example there were satisfactory records in respect of gas appliances.

There were two immediate health and safety risks, which needed to be addressed, these being glass on the tennis courts and outside the front reception area of the building.

The main area of concern was in respect of fire safety. Manual call points must be placed in the school kitchen, boiler room and both CDT classrooms. This was recommended by the school's fire alarm maintenance company in their last report but this action had not been taken. The school is advised to complete installation of these points without delay. In addition the maintenance company advised the school to fit automatic smoke detectors in the computer room and that additional sounders are necessary in the library, art room, maths room, science room, geography room, deputy Head Teacher's office, global room and drama room. The school had contacted the local Education Authority about these matters and were awaiting contractors to complete this work. The school should check when the company will be undertaking this work and discuss this again with the Education department. The inspectors were concerned that the number of times that the school fire alarm was set off inappropriately might lead to pupils ignoring a potential fire risk. It should be noted that the school had taken positive steps to reduce the number of false alarms by moving call points but the inspectors considered that the school should reflect this issue within the fire risk assessment, which had not been updated since November 2002. This should be reviewed annually. In addition the inspectors were concerned that the issue of pupils smoking was not addressed by the fire risk assessment. Whilst the inspectors recognise it is not the school's policy to allow smoking it is known that pupils do smoke and therefore the assessment should reflect this risk.

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?

3

The recruitment records were in place as necessary. It was also positive to note that the Head Teacher was undertaking CRB checks on all staff employed at the school even where staff had been employed before 2002.

The school administration ensured that those ancillary staff employed directly by Surrey County Council were adequately vetted before they take up employment at the school through discussions with Surrey County Council Personnel Division. The inspectors suggest that written confirmation about this is obtained from the Personnel department.

Total number of care staff:

9

Number of care staff who left in last 12 months:

3

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 school had increased the number of staff on duty in relation to the number of pupils boarding at the school. On the day of inspection six staff were on duty to thirteen pupils. There were also two waking night and one senior on call each night. Staff rosters indicated that this staffing level was usually employed each night that boarding occurred. During the evening observation these staffing levels were considered satisfactory. Pupils considered that staffing levels were generally 'ok' during the evenings. The inspectors note that the management keep these staffing levels under review as the needs of the pupils could fluctuate on any given day. Staff considered that generally staffing levels were adequate but made some comment that it was difficult to take adequate breaks during their duties. The school is advised to review the detail of The Working Time Directive Regulations to consider whether this impacts on the way they should organise shifts; including whether this would indicate that additional staff are necessary in order to cover breaks adequately. Staff deployment during the inspection was considered good. Staff used a two-way radio system to remain in contact and provide assistance to each other when necessary. Not all staff choose to use these radios when on duty. Some roles staff undertake, such as corridor patrol during the school day, require them to use these. The school is therefore advised to draw up a set of criteria of when the use of two-way radios is obligatory.

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

There is a training plan for staff, which this year had enabled staff to attend both internal and external training. Records of individual training were kept on file. The inspectors considered that as well as completing external training such as NVQ III in Caring for Children and Young People that the management should review the training list provided as Appendix 2 of The National Minimum Standards for Residential Special Schools. In addition the school should ensure that each member of staff has a training plan for the year that could be a result of their annual appraisal.

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

New staff were being supervised once every three weeks and other staff once every half term. The school's head of care had been unable to work for some time and this post had been filled by the deputy head of care acting up. The management team were aware that this loss had impacted on their ability to supervise all staff to the level indicated in this standard. The head of care should be back at work some time in the summer term and this hopefully will allow for the number of supervision sessions offered to staff increase. The staff were congratulated on the level, and standard of support, that was in place considering this loss.

The inspectors were also of the opinion that other staff support forums would be beneficial. The staff group work with a highly aggressive group of boys who challenged staff on many occasions by their behaviour. Staff confirmed that the management team were extremely supportive when staff were affected by the pupils' behaviours. However, there was no additional qualified support for senior staff available. Surrey County Council must review the staff support systems provided to the school with the view that they should increase these to include greater external support services, such as external group supervision sessions and individual staff support for the head teacher.

It was reported that staff appraisal occurred as a part of supervision sessions. An annual appraisal should be arranged for all staff as detailed in 30.6 of this standard.

Care staff meetings occurred weekly on a Wednesday with whole group staff meetings being held every Friday. Minutes of these meetings were recorded in a bound book and showed that a variety of topics were covered. Staff handover sessions were also held daily.

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 management of the school was well organised and conducted in a manner, which reviewed how to improve the quality of care provided. They were well aware of the current constraints on improving the school; namely the premises and lack of detailed criteria of admission to the school.

The duties of the acting head of care were considered to be arduous. The duties included undertaking staff supervision, running a boarding unit and undertaking two on-call duties per week. The usual on-call arrangements are for each senior member of staff to undertake one on-call per week. The acting head of care is undertaking two as the head of care was off and the head teacher was due to be off for some length of time. This arrangement will cease on their return. The school should consider the effects of these responsibilities on the management of the residential care management of the school.

Considering the difficulties of the environment and lack of clarity concerning the range of needs the school caters for, the inspectors were impressed by how the school was being managed.

A formal quality assurance programme must be introduced which would formalise the procedures the school has in place for consultation.

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

33 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

The school monitored the relevant records listed in standard 32.2 on a regular basis. The school had also taken action to reduce any trends, patterns recorded.

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

Surrey County Council undertook monthly visits to the school to review the operation. Reports of these visits were available during the inspection. These demonstrated that the person undertaking these visits reviewed how the national minimum standards were implemented and made suggestions as to how the school could improve. These reports acknowledge the poor physical environment. Discussions with staff demonstrated that they were aware of the NCSC inspection reports and took these into account in their day-to-day work. Staff reported that they found these visits helpful.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor N/A **Signature** N/A

Date N/A

Lead Inspector _____ **Signature** _____

Date _____

Public reports

It should be noted that all NCSC inspection reports are public documents.

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 the 24th and 25th February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

YES

Note:

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

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

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 _____ 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.