



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Brantridge School**

**Staplefield Place  
Staplefield  
Haywards Heath  
West Sussex  
RH17 6EQ**

*Lead Inspector*  
**Ms G Moorey**

*Key Announced Inspection*  
**13th November 2006      09:00**

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Brantridge School
<b>Address</b>	Staplefield Place Staplefield Haywards Heath West Sussex RH17 6EQ
<b>Telephone number</b>	01483 892214
<b>Fax number</b>	01444 401083
<b>Email address</b>	t.wright@brantridge-school.co.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Grafham Grange Special Educational Trust Limited
<b>Name of Head</b>	Mr Tom Wright
<b>Name of Head of Care</b>	Mr Richard Godsmark
<b>Age range of residential pupils</b>	6-13
<b>Date of last welfare inspection</b>	29/11/06

## **Brief Description of the School:**

Brantridge School is a non-maintained residential establishment, providing education and care for primary age boys, all of whom have Statements of Special Educational Needs and having been assessed as having behavioural, emotional and social difficulties. Some children have further learning needs including social and communication difficulties, mild forms of Autistic Spectrum Disorder, Asperger's Syndrome and Specific Learning Difficulties. The school is part of the Grafham Grange Special Educational Trust Ltd, which is a registered charity. It has a Board of Directors and a Board of Governors.

The school can provide for up to 36 boys from the ages of 6 - 13 years from local education authorities throughout London and the South East.

The School aims to '...help each pupil fulfil his potential in the hope that he can return to either a day special school or mainstream education'. Children board on a weekly basis and all live within the main house that is separated into three discrete boarding houses.

The school charges £ 18, 201 a term.

# SUMMARY

This is an overview of what the inspector found during the inspection.

The Head of Brantridge School, Mr Tom Wright and the Head of Care, Mr Richard Godsmark were told that an inspection was going to take place just over a week before the Inspectors turned up. Two Inspectors visited the school on Monday the 13<sup>th</sup> November and Tuesday 14<sup>th</sup> November and spent around fourteen hours at the school carrying out the inspection.

Both Inspectors:

- Spoke with Mr Wright, Mr Godmark, the Senior Care Staff, Care Staff and other people who care for you at the school.
- Spoke with lots of young people.
- Were shown around the boarding area of the school by the young people.
- Watched how the young people and staff got along together.
- Sent some questionnaires to your parents and carers to see if they felt that you were being looked after the school.
- Looked at lots of files and paperwork.

To help inspectors to write the report 31 young people already kindly filled out a questionnaire, which helped the inspectors find out about the school. Mr Godsmark had already sent lots of information to the inspectors about how the young people are looked after when they board at the school. The Inspectors also used other information, which they already knew about the school. Spoke with Mr Wright, Mr Godmark, the Senior Care Staff, Care Staff and other people who care for you at the school.

## What the school does well:

- Young people who spoke to the Inspectors said were 'very well looked after' and thought they could always ask for help'.
- Whilst at the school the Inspectors noticed that the young people and staff got on very well.
- The Inspectors thought that the school was run very well by those in charge.
- The Inspectors felt that the Head Teacher and the Head of Care made sure that the young people were safe as a part of this they kept clear records.

- The Inspectors felt that the school offered the young people lots of very good activities and chances to do excellent stuff. The young people told the Inspectors they were happy with the activities and enjoyed them.
- The Inspectors saw the landings in the boarding areas and felt they were very nice. Young people said they were happy at the school and liked staying there.
- Parents and carers who filled in the questionnaires said they were happy with the school. One parent said 'the staff have given me the confidence to allow my son to be a boarder at this school. This was a hard decision for us to make but Brantridge has been great for our son and has changed our family life'.

## **What has improved since the last inspection?**

- The school now has a new Head Teacher and the young people and staff feel happy about that.
- When the old Head Teacher left the school remained okay and it did not make a difference to the boarding side of the school.
- Since the last inspection all the staff have been able to meet and talk about how things could happen to improve the school over the next three years.
- Since the last Inspection the Inspectors saw that the school have new way of keeping information on young people so everyone knows how to look after them properly.
- The people in charge of the school make sure that the staff at the school have checks done on them before they start work, in order to keep the young people safe.
- Since the last inspection the school has worked to improve the food and have given the young people more options and choice.

## **What they could do better:**

- The Inspectors found that the school needs to make sure that parents and carers have given their permission for the staff and the nurse to give the young people first aid when at the school.
- The Inspectors also felt that when the young people were ill they needed a place to go where they could be looked after and have their own toilet.
- The Inspectors as part of keeping young people safe the school needed to look at when children were given medicines and check the records to make sure it happened properly.
- The Inspectors asked the Head Teacher and the Head of Care to look at why lots of children had been restrained by the staff. To see if it could change at all and other things could happen instead.

- When the young people filled in their questionnaires and talked to the Inspectors they said bullying sometimes happened at the school. The Inspectors asked the Head Teacher and Head of Care to look at this to see if the young people could be helped with this.
- When the Inspectors were at the school they notice that the water and radiators were very hot and that it could cause an accident so until the radiators were mended the Inspectors asked the school to make sure the young people were safe.
- On speaking to the young people the Inspectors found out that some boys had not taken a fire drill on their landings and had not used the fire exits so the Inspectors asked that this changed and a drill happened soon and that the young people used the fire exits.
- The Inspector asked the Head Teacher and Head of Care to put a telephone into the room where the young people have therapy in case of emergencies.
- The care staff at the school asked the Inspectors at the school if they could have training in things that affect the young people. This would help them to know more about the young people and help them to look after the pupils.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## The Commission considers Standard 14 the key standard to be inspected.

## JUDGEMENT – we looked at outcomes for the following standard(s):

14 and 15

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

The children continue to live in a healthy environment. The health and medical needs of each child are identified and promoted.

Children's dietary needs are provided for and have improved since last year in both quality and quantity. The children identified they have more choice and options now since the last inspection. This has improved the food at the school offering the young people a diet based on choice but that still remains a healthy and nutritional.

## EVIDENCE:

The School Nurse has been in place since September 2005 and works on a part time basis. Since the last inspection the School Nurse has worked hard to promote the children health and put into place a consistent working structures to maintain safe working practices when dealing with any issues related to the children's health or medical needs. Within in the children's questionnaires all of the boys said they felt they would be looked after if they were ill.

During the inspection a suggestion was made to the school to review the arrangements for when young people are ill and possibly contagious in regard to having separate sleeping accommodation and more importantly a separate bathroom.

Each child has a distinct Health File and relevant information is held securely for appointed staff to see. A sample of files were examined and found to be in very good order. Written consent to medical treatment is obtained for each child from the person with parental responsibility and evidence of this was noted on files. However the current consent format does not include consent for the use of First Aid. Comprehensive records continue to be kept regarding the administration of medication, including incidents of refusal, accidents, illnesses and injuries. All medicines are securely stored with a separate storage facility for controlled drugs.

Appropriate support is given to children with special needs such as asthma and staff have received training in dealing with such matters whilst also holding a valid first aid certificate. Senior staff administer medication in the absence of the nurse. The nurse feels confident with the senior staff administration of the medication and annually undertakes to update and test the senior staff on their competency when dealing with medication. The school has written guidance on promoting the health of children, and children are enabled to discuss these issues with staff, especially so in the schools Personal, Social, Health Education programme.

The services of a Consultant Family Caseworker and Art Therapist are available to the school. Staff spoke very positively about the benefits of these individuals. The school in the last year has employed a Speech and Language Therapist.

Children are provided with satisfactory food, having a choice between one hot dish or a salad at lunch and tea. Choices are made twice a week to offer the children more choice and options. This has improved since last year as the boys were found last year to only be able to choose on a weekly basis. In the children's questionnaires twenty-seven out of thirty one boys said they liked the food and thought it was good.

The Catering Manager and the school's Housekeeper liaise with care staff in order to monitor any specific food issues identified for individual children whether they be health or cultural based. A record is kept of the food eaten or refused by these children.

The last Environmental Health report in 2006 indicated there were no outstanding requirements and that the kitchen had an excellent level of cleanliness. Catering staff have received training in September 2006 in food handling and hygiene.

The majority of parents that replied to the questionnaires sent were very positive about the school's capacity to manage health and dietary issues for their children.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

3, 4, 5, 6, 8, 10, 26 and 27

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The school continues to have robust policies and procedures, experienced care staff and effective management that ensures the children's welfare is safeguarded and promoted whilst in the school.

## **EVIDENCE:**

The school continues to have competent policies and procedures thereby assisting staff to appreciate the need to respect children's privacy and confidential information. Policies are also in place covering complaints, the protection of children, racism, bullying and behaviour management. All staff are aware of these and appear to follow this through in practice. The school appear to be pro-active in reflecting upon the efficacy of such policies and will review and amend as necessary. The Grafham Grange Special Education Trust are currently reviewing the child protection policy in order to produce a policy for the whole Trust.

Children are able to receive phone calls on portable phones, which can be taken to their bedrooms if required. Additionally there is a payphone for outgoing calls and a telephone for incoming calls only, dedicated just for the children's usage. Many children request that their parents contact them on this line. Children are also however able to use the telephone in the medical room if needed. This provides a further private and quiet area. In discussion groups and general conversation the young people did not indicate any issues regarding contact with home. This was also reflected in the questionnaires received from the parents.

Children are not allowed unsupervised access to the Internet and monitoring systems are in place to ensure this. These systems have been found to be effective.

The school have a pro-active approach to safeguarding children and have a clear policy in place to deal with any potential incidents that arise in the school. The staff are provided with training and refresher courses in child protection and have training booked for next year. In discussion groups with the care staff they felt they were up to date and aware of the Child Protection procedures used at the school and felt that they could be guided by senior staff and were aware of the course of reporting and action needing to be taken in these circumstances. Over the course of the last year the school had one incident that involved a restraint that took place in the school day. The incident was fully investigated and the school should be commended on the thorough process that was used and how quickly it was dealt with. The school sent notification to the CSCI. Over the last year at the school there has been one other incident that was also reported to the CSCI which was in regard to one of the boys absconding. This event had involved some police intervention.

The school has a clear policy and procedure when dealing with young people who go missing. The records of absconding were low and did not indicate that this was an issue for the school.

The school continues to adopt a pro-active approach to dealing with bullying, with all children aware of the policy and the consequences of such behaviours.

However at this inspection a high number of the children's questionnaires indicated that the young people had been bullied at sometime whilst being at the school. When the pupils were spoken to as a group they also indicated they had been bullied. Although on further conversations with the children it became clear that the staff had worked hard to give the young people the awareness they had of bullying, but due the different concepts each young person had due at times to the different ways of thinking each individual child has at the school, it was hard to judge what was felt by the meaning of bullying. The School is going to continue to pursue this with the young people and through the monitoring systems.

Complaints and incidents often revolve around behavioural issues that have impinged upon other children and these were dealt with swiftly and appropriately. A questionnaire was received from one parent who seemed particular concerned at her child's treatment at the school. However, the parent had not directly complained to the school but the school is aware of her concerns and is working with the parent on the issues raised.

The school attempts to employ a consistent approach to managing behaviour across the educational and care settings, through the use of a behavioural reward scheme. This can vary on its usefulness with each young person and is adapted to each young persons needs. This is recorded in the young persons' welfare file on what approach is used.

When needing to use any restraint or behaviour management, the staff follow the training guidelines of 'Team Teach'. The staff were last given training on 'Team Teach' in February 06. At the inspection records of restraint were seen and, although did not indicate a problem in themselves in the approach used, there is a very high number of restraints. In looking at the records and recording of incidents, it was recognised that the majority of restraint happens in the school day and not within the boarding setting.

The issue was discussed and the school is aware of this and have been undertaking a study to look any possible reasons why the restraint level is high and if there is any possible way of reducing the number of incidents.

Records for the sanctions given were seen and did not indicate any inappropriate use and were only given for appropriate reasons.

Within the questionnaires and conversations held with the children they did not indicate any particular worries or issues with restraint or sanctions undertaken at the school. The children said that generally 'felt safe and could talk to a member of staff if they had problems'. In the questionnaires returned by the young peoples parents and carers they did not reflect any worries over restraint or sanctions. One parent said 'Punishments seem to be made appropriate for individuals, depending on the need for punishment. I think this works well'.

Only one parent felt unhappy with the school over their general practice, but as mentioned before, the school is working with this parent over her concerns.

Health and safety records were examined, which were inclusive of risk assessments, and found to be in very good order, efficiently managed with an effective monitoring system in place. However, the school does need to remain aware of the risk posed by the temperature of the radiators and hot water until the plumbing has been upgraded. Although signs have been displayed related to this issue there is still potential for accidents.

During the fire officer was seen and the fire safety records, which were all up to date. The last fire drill in October 06 indicated a problem with an inconsistent approach to the drills. The practice had highlighted several areas that needed to be followed up. At the next fire practice the drill will be reviewed to see if the issues from the last practice have been followed up. During conversations with the children they did indicate that they were aware of what they need to do for a fire drill. However, a couple of issues were highlighted, such as the need for the school to test all of the fire exits, so that the young people had knowledge of all of the planned escape routes. The school had an inspection from the West Sussex Fire and Rescue Service in October 06, where a small number of deficiencies were found which have since been amended. Their next inspection is in February 07.

Another issue raised in regard to Health and Safety was raised by the Play Therapist, who said that the therapy room does not have a phone and needs to have one installed in case of emergencies. The school will follow this up at the earliest time possible.

Since the last inspection the school have developed a more rigorous and comprehensive system towards recruitment. A selection of staff files were examined and were found to be in good order, containing the necessary recruitment checks.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

### JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 22

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

The children at the school continue to benefit from a well-structured timetable and activity programme, offering considerable opportunities to learn and develop. The children also benefit from a high level of individual support which offers them consistent care and enables them to gain the most out of their time spent at the school.

### EVIDENCE:

In discussion with the care team there seemed to be a positive relationship between the teaching day and the boarding provision. There are twice daily handovers where discussions are held around how the young person is and any important information related to the day or evening is passed over. Staff felt that, where possible, when the young people returned to the unit after school, that the boys would and could leave the school day behind. However, they did at times feel this could be difficult, due to on going issues. One young person had complained that issues from the school day had not been left behind and that he had felt angry and upset and felt the issues from the day should have been finished with when he came on to the landing. This had been clearly resolved through the complaints system.

The school has recently employed a new Head Teacher who made a decision on the day of the inspection to ask some children to remain at home after the weekend, due to staff shortages. This led to young people missing a day of school and other becoming upset due to having to return to school when other had stayed at home. The decision was made on the spur of the moment and not as a part of the school protocols. The school is not going to use this course of action again and will use some of the care team or other staff to cover the day. All of the children had returned to school by the following morning.

The range of activities provided for children outside class time continues to be very good. All children interviewed clearly valued and enjoyed the wide choice available to them. Within the school and boarding areas there were various notice boards depicting activities and holidays enjoyed by the children. All of the children gave positive feedback both in discussions and their questionnaires about the activities they enjoyed. One parent said 'Extra curricular activities were varied and interesting'. However, one parent was concerned that their child was allowed to watch unsuitable programmes such as 'Eastenders' and felt his time could be better spent. The parent did say that this has been discussed and dealt with by the care staff.

At the end of each school day, after the evening meal, pupils continue to choose from a range of in-house clubs. The weekly timetable may include table tennis, bowling, digital comic book, acrylic painting, football training, swimming, bowling, gymnastics, cookery, board games and puppets. Children still also attend local youth groups. All school groups are organised and run by members of the care staff team. Further activities are provided for any children not attending a timetabled club. Children on each unit have access to a good choice of age-appropriate books, magazines, DVDs, videos, play station and the TV. All high-risk activities are subject to detailed written risk assessments. These were seen to be comprehensive documents covering the aspects of the chosen activity.

Children continue to benefit from a great deal of individualised support in line with their assessed needs. Upon admission they are allocated a Focal Worker who will assist in developing the Placement Plan. A detailed core assessment matrix is completed for each child. The Focal Worker also completes a weekly

record-keeping sheet that incorporates comments and observations made in respect of progress that week. A social report is completed before each Annual Review.

The contact details of an Independent Visitor are displayed throughout the school. The children pointed out the Independent Visitor's details that are displayed on each landing and seemed very clear as to her role. During the inspection the Independent Visitor was spoken to over the telephone and was in general quite positive about the school. However, the Independent Visitor did say that on two occasions she had refused to sign off children complaints until she felt they had been thoroughly investigated and finished. This was achieved by consultation with the young people and the Head of Care. The children reflected both in their questionnaires and in discussion that they felt they could speak to most of the staff.

Individualised support may be provided for children by an Art Therapist and a Speech and Language Therapist. Referrals to both therapists are made through the Consultant Family Caseworker. The Consultant Family Caseworker is qualified in psychiatric social work, and can also provide confidential individual therapeutic support for children. This person provides a valuable bridge between parents/carers of children and the school staff team. All spoke highly of his ability and involvement. In parent questionnaires they referred to the Consultant Family Caseworker as a valuable person for both issues at home and for liaising with the school.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

2, 17 and 20

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

The school has continued to provide the children with a structured and contained, yet nurturing environment that facilitates growth and development.

Relationships between the staff and children remain respectful and professional. With staff encouraging the young people to participate in making choices and voicing opinions about their lives.

## **EVIDENCE:**

The school has continued with the system that was in place last year where the young people are allocated a Focal Worker who will oversee and coordinate their care.

Each house continues to hold regular meetings where children are encouraged to voice their views. Mealtimes at this inspection were seen to be a very positive experience where time spent at the meal table provided an opportunity for children to share any issues and these were noted to be sociable, yet highly structured, occasions.

Throughout the inspection children were noted to be comfortable and confident in approaching adults to ask for help or discuss an issue. The school has continued to work towards providing opportunities for the children and parents/carers to have forums to express their opinions. The school were working towards implementing a school council. However due to the Head Teacher leaving this did not happen. The new Head Teacher is very supportive of the idea of forming a school council and will move on implementing this over the next year. The young people express through the questionnaires and in conversation that they felt that they were listened to and could ask for things that if possible would happen. Within the questionnaires from the parents and carers they felt that they were contacted by letter, telephone call and on visits to the school. One parent said 'I believe my son has improved and is happy at the school. I believe this is due to caring staff. I have had telephone calls from staff to praise my son not just for difficulties I believe this makes a difference'.

Since the last inspection the care staff team has remained the same and is a established group of dedicated workers who are experienced and have clear understanding of the children's needs. This results in a settled and contained environment where children are able to feel comfortable and express themselves. Care staff were clear that they were committed to the task of caring for children, but that they faced daily challenges in managing difficult behaviours mixed with learning and communication difficulties. This meant a flexible and adaptive approach was required at all times.

Each child has a Statement of Special Educational Needs and other significant information is obtained at the point of admission and updated as the placement progresses. The school hold three files on each child: one is the main office file which deals with general information and holds the main documentation and records, the health file that is all related to health issues and records, the welfare file that holds the placement plan that is a clear and comprehensive document, individual care plan, general risk assessment, social report, annual education report, annual review and the weekly records. These files were transparent and comprehensive giving a clear history of each young person. The level of recording within the files was good. The documentation was being used appropriately by the care staff.

Discussion groups with children confirmed that all were able to maintain contact with their parents, carers or significant others throughout the week. All children go home either every weekend or every other weekend. Parents, carers are actively encouraged to attend annual reviews, and the school holds an annual Open Day. A majority of the parents/carers who returned the questionnaires said that they were both invited to any meetings regarding their children and also felt listened too during these situations.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## JUDGEMENT – we looked at outcomes for the following standard(s):

21, 23, 24 and 25

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

Children live in clean and tidy boarding accommodation that provides them with a homely and child friendly environment whilst they are away from home.

## EVIDENCE:

The School is set in a large house with outbuildings, just off the A23 London to Brighton Road. The school does not accommodate children with physical disabilities and the current design and layout would preclude this. The school has, however, made the best use of the space and age of the building in creating a comfortable home environment for children.

The school has a security system at entrances, including CCTV to ensure that children are adequately protected from unauthorised persons. Visitors are required to sign in a Visitors book and are then provided with a pass. This was noted to be the practice.

The school attempts to maintain positive links with the local community as well as other local schools. The school is hoping to look at taking part in inter-school sports competitions over the coming year.

Living and sleeping accommodation is provided in the main house and is divided into three discrete boarding areas: Jungle Book, Aladdin and Senior Landing. The younger age groups occupy the two lower floors and the seniors live on the upper floor. Each separate area has its own living room and these are comfortable, well decorated and homely. There are lots of toys and the style suits the age group of the children. The atmosphere in the building was light, colourful and airy. Children are able to personalise their sleeping areas and all rooms were very clean, tidy and well decorated. Each child has a facility to store personal possessions. Improvements for respecting privacy have been implemented. The overall accommodation for the children is of a high standard. This statement was made in the last inspection report and continues to be the case. The school has continued with its renovation and has upgraded some of the boarding areas. Generally feedback both in the questionnaires and discussions the young people felt happy with the accommodation, although some of the boys mention they would like new mattresses that were not plastic. The young people did not mention privacy as an issue and the school had good facilities to ensure that this was not a problem for the children.

The school provides the young people with enough bathroom and bathing facilities. The bathrooms do offer privacy and are clean and tidy. The two young people who gave the tour of the Jungle Book Landing did say they wished the showers were not the push button ones.

A central laundry is used for linen and clothes and a member of staff is employed to undertake these duties. Facilities for older children to do their own laundry are offered in the form of a washing machine. The senior landing has a small kitchen and the young people are allowed to use this once they have taken a kitchen safety test.

Staff have designated sleeping-in rooms and separate personal accommodation. The School employs a waking night member of staff and each landing has one member of staff sleeping in an appropriate room. All the children were clear and confident about who to contact and how to contact an adult during the night if needed.

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

1, 28, 31 and 32

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The children continue to benefit from a caring and committed staff team, who are themselves supported by a strong and receptive management team. The school continues to have effective monitoring strategies in place that responds to issues as they arise.

## **EVIDENCE:**

Sufficient care staff were on duty at the time of the inspection and children confirmed that a similar number were always on duty at other times. A member of the senior management team was also on duty or available at all times. Waking night staff are also employed as well as the day staff who undertake sleeping-in duties.

During discussions with both the senior staff and care staff it was felt that senior staff felt supported by the Head of Care and that the care staff felt supported by the senior staff on the landings. Records and staff indicated that regular supervision is provided for the senior and care staff. Staff have Personal Development Plans/appraisals in place that are undertaken on an annual basis.

All children who leave the school site do so under supervision as appropriate. A written register of children was noted for each boarding area. However, one issue highlighted through the fire drills was that during a swimming trip a list of those who were out had not been left on the premises.

All staff receive professional development days each year and previous inspections have revealed that staff training is ongoing and much valued by the care staff. Over the last year staff have had training on 'Every Child Matters', Personal Social Citizenship Education and Care Standards Health Promotion, Epilepsy, Therapy training day, Team Teach Refresher, Reviewing Placement Plan and the Grafham Grange Special Educational Trust Strategic Conference.

The school has continued to be pro-active in providing staff with NVQ Level 3 study programmes, with some two staff also undertaking the NVQ Level 4 Award. Care staff again expressed a desire for further training and knowledge on managing the characteristic behaviours of the children with ADHD and Asperger's Syndrome, as individuals, but also as a group. The Chief Executive said that the issue of care staff wanting more training had been identified as something all staff across the Grafham Grange Educational Trust had raised this year at the Strategic Conference so it would be looked at as part of the development plan. The care staff also felt that strongly about being provided with an area or room to undertake creative activities in order for paintings etc so that work/projects can be left out to dry.

Records seen by the Inspectors continue to demonstrate that the new Head Teacher or delegated individuals monitor the school records. The only gap to be found in this system was in the medication records and health plans. These need to be included in the monitoring system.

Since last year the school have undergone some significant change with the departure of the previous Head Teacher in May 06 and the employment of the new Head Teacher in October of this year. During this period the Chief Executive of the Grafham Grange Special Educational Trust oversaw the running of the school. The school has continued to be run in the last year in a consistent and transparent manner. The care team did not reflect that the situation of changing Head Teacher had particularly affected the boarding welfare of the young people. The care team and the young people felt very positive about the new Head Teacher and the boys had enjoyed playing football with him.

With the new development plan which was formed from the Strategic Conference where a majority of staff employed by the Grafham Grange Special Educational Trust attended set out a clear plan for the future development of the school.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	4
<b>15</b>	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>6</b>	3
<b>7</b>	3
<b>8</b>	3
<b>10</b>	3
<b>26</b>	2
<b>27</b>	4

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>13</b>	4
<b>22</b>	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	4
<b>11</b>	X
<b>17</b>	4
<b>20</b>	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	N/A
<b>23</b>	3
<b>24</b>	4
<b>25</b>	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	X
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	3
<b>30</b>	3
<b>31</b>	X
<b>32</b>	4
<b>33</b>	3

NO

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescales
1.	RS14	The school need to modify the medical consent form to include the young people being treated for first aid.	
2.	RS33	Alongside the monitoring already undertaken in the school the recording of medication, accident records and first aid treatment needs to become part of the same system with a representative of the senior management team undertaking the duty to monitor these records.	
3.	RS10	The school needs to continue to monitor the use of restraint in the school to look at possibility of reducing the number used were possible.	
4.	RS6	The school needs to continue to monitor levels of bullying within the school after a majority of the boys identified in the questionnaires and through discussion that they had been bullied at some point whilst at school.	
5.	RS26	The school need to ensure that during the period whilst waiting for the plumbing and heating system to be upgraded the school must ensure that the children are protected from over heated radiators and the temperature of the hot water to avoid any accidents from happening.	
6.	RS26	The school needs to ensure that all fire drills are consistent in practice and that all areas of the drills are covered including the use of fire exits.	
7.	RS26	The school need to install a phone in the therapy room in case of emergencies during sessions held in the room.	
8.	RS31	The school needs to ensure that decisions undertaken at the school are part of the school	

		written policies and protocols.	

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