

inspection report

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

Moor House School

Mill Lane

Hurst Green

Oxted

Surrey

RH8 9AQ

7th December 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Moor House School

Address

Mill Lane, Hurst Green, Oxted, Surrey, RH8 9AQ

Tel No:

01883 712271

Fax No:

01883 716722

Email Address:

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

Moor House School Trust Company Limited

Name of Head

Mr A A Robertson

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

02/12/04

Date of Inspection Visit		7th December 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mrs S.Liburd	
Name of CSCI Inspector	2	Ms S Delliston	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

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

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

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

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Moor House school is situated in a large purpose built building in a pleasant residential area of Oxted in Surrey. It has good public transport links to nearby towns.

The building has accommodation laid out on three floors with all of the dormitory areas being situated on the first and second floor. The Dormitory areas were modernised in 2000 and are bright well furnished Child centred units of accommodation.

Boarders in the Junior school are cared for in groups of five with each group having two Residential Care Workers. Six Residential Child Care Workers look after children from senior school. Common rooms and recreational facilities for each group are to be found throughout the building.

Large well-maintained grounds surround the building, which benefits from a number of areas that can be used by pupils. The grounds contain an extensive free play area and a well-developed adventure-training playground, which appear to be free from hazards.

A state of the art Sports Hall and Swimming pool have been built since the last inspection at the rear of the Main Building.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

There was a relaxed atmosphere and Inspectors observed positive relationships between pupils and staff.

The school carries out comprehensive assessments prior to admission and a multidisciplinary team of staff from the school work closely to produce care plans and set targets.

The quality of the assessments, care plans and target setting were of a good standard. There were a number of examples, which supported that consultation with pupils is given a high priority. Key Care Worker sessions with individual pupils are held and form an important part of the monitoring of a pupil's progress. Records of these sessions are kept and issues discussed are clearly related to the targets set. House meetings are also held. There is also School Council.

A wide range of activities was offered based on both individual needs and group needs. This has included staff organising and accompanying pupils on holidays. Pupils are encouraged and supported to use community resources as much as possible. There is a good level of communication between the School and parents.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The vast majority of parents were clear that communication between the School and themselves was very good, though a small minority thought it could be better. It is clear that this is not a significant issue therefore a recommendation regarding communication will not be made.

Showers that flood must be fixed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection provided evidence of the school's commitment to the welfare of its pupils. The ethos of the school was visible and known, with staff/ pupil relations being of a high standard.

The school planned well for the care of pupils working creatively with children and young people who have complex, individual and diverse needs. The school should be proud of their achievements.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS25	The management are required to ensure that the bathroom floor referred to in Standard 25 is kept clean at all times.	8 / 12 / 04
2	RS25	That any showers that flood are repaired.	15 / 1 / 05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	14	That the School discuss wider options regarding meals with the pupil who does not eat dairy products.

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)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	7/12/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	31
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

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence

Standard met?

3

The schools Prospectus and Statement of Purpose (SOP) was found to be useful and contained information as detailed in the National Minimum Standards. This had been updated annually and accurately reflected the aims and objectives of the school. Staff were aware of the school's Statement of Purpose and were able to tell inspectors the basic mission statement of the school. The inspectors felt that the school was achieving the aims set out in the Prospectus and Statement of Purpose.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence

Standard met?

3

The policies of the school were viewed and found to promote the involvement of pupils in all areas of activities. All staff within the schools environment actively promote the rights of pupils. Staff were observed to be very committed, skilled and determined in informing pupils about choices they could make. Staff confirmed during interviews that a key aspect to this was understanding and recognising individual behaviour.

The Principal demonstrated that he maintained an open door policy for parents and would regularly meet with those parents who wished to speak with him on a personal basis.

The school made efforts to consult with pupils for example, they held documented pupils meetings on a regular basis

The school has systems in place that aim to maintain links with parents, for example pupil reviews and home school books. Parent questionnaires were sent by the CSCI; The vast majority of respondents referred to being aware of the complaints procedure and reported being consulted over decisions.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence

Standard met?

3

The school supplied staff and parents with clear instruction and information about privacy and confidentiality, for example the school had a policy in respect of confidentiality. Staff interviewed demonstrated sound understanding of the issues relating to both privacy and confidentiality and recognised pupils' right to privacy.

The School had recently reviewed the area of privacy within the dormitories by constructing 'changing closets' in the senior girls dormitory. The School will extend this provision to all dormitories. As this is in progress a recommendation regarding will not be made. Pupils were able to make telephone calls in relative privacy, it was also noted that posters promoting help lines and details for C.S.C.I. were displayed in telephone areas.

Standard 4 (4.1 - 4.8)

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

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

The school has a comprehensive Complaints Procedure that states the time scales in which complaints will be dealt with.

The majority of parents stated via the parent's questionnaires that they were aware of the complaints procedure and all questionnaires evidenced that none of the parents had ever had cause to make a complaint.

All of the pupils spoken with had a knowledge about how to complain, through talking to the Staff, the Independent Listener, the Principal and their Parents.

Details of the only complaint recorded in the complaints book since the last inspection was viewed and a positive outcome appeared to have been achieved.

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

1

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

1

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school has a comprehensive Child Protection Policy and Procedure in place that was developed in line with the Surrey Area Child Protection Committee Manual. The school's Principal is the designated Child Protection Liaison Officer and provides in house child protection training to staff. Staff have received updated training on Child Protection. Staff spoken to were aware of the Policy and Procedure to be followed in the event of suspicions of child abuse. There has been one Child Protection enquiry that was initiated following the last inspection; The Commission for Social Care Inspection was informed appropriately. The matter is ongoing as the Principal has referred the ex member of staff to P.O.C.A. and is awaiting a response.

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

1

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

The school has a good Anti-bullying Policy and Procedure and the schools key values reject bullying as a negative experience.

Staff interviewed had a clear understanding of the schools anti bullying policy.

The school records any incidents related to bullying in their sanctions book. Discussions with the pupils indicated that there are no current issues with bullying. It has not been possible to use questionnaires with pupils to directly obtain their views of life in the school due to limited communication ability.

Percentage of pupils reporting never or hardly ever being bullied

98 %

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?**

4

All staff spoken to were aware of how to notify appropriate authorities of events detailed in this Standard and sought advice where it was felt to be beneficial. Discussion took place with the Principal of thresholds for notifying the CSCI of significant issues, he was clearly able to demonstrate knowledge in this area.

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

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

1

1

0

1

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The school has Policies and Procedures for when children go missing. Staff are aware of how to implement these procedures if necessary. No child has gone missing from the school premises in the past year, which warrants records being made as detailed in 8.3 of the National Minimum Standards. However, the school has a book for recording when a child has gone missing, should this take place.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
Relationships between staff and children were very positive. Staff showed great care and attention to supporting children in a non-patronising, continual and inclusive manner. There was a balance of attention by staff between the needs of individual children and the group. Staff demonstrated a commitment to meeting the individual needs of pupils; this was evidenced on the evening of the inspection during which there were many activities that the inspectors were able to observe. The inspectors felt that staff/pupil interactions were very positive. The inspectors felt that support offered to pupils allowed them fully access activities on offer.		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
Policies and procedures relating to control, discipline and physical intervention measures were available in the school and are accessible to the staff at any time. There was an ethos where difficult behaviours were not regarded as negative, but more symptoms of a child's cognitive level and medical condition. There were 11 sanctions being used in the school, which ranged from break time detentions to permanent exclusions. Discussions with pupils and staff and records examined generally maintained that pupils were assisted to develop appropriate behaviour and that use of physical intervention was infrequent. Discussions with pupils also confirmed that they were aware of the boarding unit rules and boundaries. Parent's, staff and pupils viewed sanctions as fair; sanctions used are recorded in the sanctions book. No unacceptable behaviour by the children was seen during the inspection.		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

4

Policies and procedures were in place for introducing a child to the school for the first time and visits were arranged for an induction to the school.

The school had a clear referral and assessment procedure. The school makes every effort to obtain all necessary information about each pupil as part of the pre admission assessment process. All pupils visit the school for a pre-admission assessment.

Each pupil has an Annual review and a 'Transitional Plan' is produced at these reviews for pupils preparing to move on. The Inspectors noted from the records sampled that work had been incorporated into ensuring that pupils and their parents were fully informed and agreed with their transition plan.

A number of pupils' files were viewed and documentation was clear and contained all the relevant information required by standard 11.3.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

Each pupil had the support of a team of staff, which consisted of care, education, and therapy staff. There were clear links between education and care staff, which were allocated time each day to discuss any issues and to pass on information. The staff were found to be involved in ensuring pupils attended school on a daily basis wherever possible and were there for the correct time and lessons. The school operated an extended curriculum, which was designed to provide continuity and consistency between the different parts of the school day.

Staff questionnaires denoted there being a good ethos of inter disciplinary working between staff with varying roles and this was echoed by parents. Through the means of good communication the residential staff and teaching staff worked together to encourage each pupils' social and educational development and 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

The findings throughout the inspection showed that the school promotes a range of activities based on individual and group needs. Feedback from parents was very positive about the range of activities provided.

Discussions with pupils confirmed that they were fully involved in planning activities.

Importance was given to pupils taking part in activities within the local community. Pupils attended local scout and guide groups.

Pupils spoken to considered that there was an appropriate balance between free time and organised activities.

Standard 14 (14.1 - 14.25)

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

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

The physical, mental and emotional needs of each pupil are identified and documented within their care plans. However care plans need to be signed and dated. Pupils with particular health problems and disabilities are well cared for and given appropriate support by well-qualified staff. The school nurse has appropriate qualifications and is on duty throughout the school day. The inspectors saw the Professional Identification Number (PIN) for the nurse. The school nurse informed the inspector she was involved in the school's health promotion policy, she further stated that she was also fully involved in teaching the PHSE curriculum.

A health plan is in place for each pupil however there was some inconsistency in the information held in these plans. Parental consent forms regarding medical / health care treatment were available in pupil's individual files.

A discussion with the nurse took place relating to the policy and procedure for the ordering and safe administration of medication for each child. A clear process was described by the nurse and was in accordance with the documented policy.

It was good to note that all recommendations made by the pharmacist at the last inspection were put into place.

Parents are kept well informed in any health needs or changes for their child and are alerted immediately in an emergency according to the policies and procedures.

Standard 15 (15.1 - 15.15)

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

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

One Inspector met with the catering manager during which the school's menus were viewed for this term the inspector was of the opinion that a variety of food was offered. This included the offer of fresh fruit and vegetables.

A small minority of staff and parents thought the menu could be improved; however the vast majority thought the catering arrangements to be of a good standard. Pupils interviewed stated that they enjoyed the meals provided' though one pupil who does not eat dairy products thought she had limited options when others have a wider choice. An advisory recommendation regarding exploring a wider range for this pupil will be made. A qualified nutritionist advises the School on its menu content. The catering manager stated that pupils are consulted regarding the menu and minutes of consultation meetings were available. Whilst there were gaps in the minutes available the catering manager stated that the meetings occur each half term / term.

Basic food handling and hygiene training is given to all staff to ensure they are working to the environmental health standards when preparing food for the children. The catering services were found to have received a good report from the Environmental Health Officer.

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 are required to wear a school uniform during the school day. Discussions with pupils confirmed that they are able to bring their own clothing into school for use out side of school hours. Pupils had been encouraged to personalise their dorm spaces. It was evident that pupils purchased and used their own toiletries and personal requisites. Individual record sheets are kept of money held on behalf of pupils. Money kept in safekeeping was kept securely and separately for each pupil.

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

A number of pupils care files were seen as part of case-tracking individual students. The files were found to be well organized. Care plans clearly set out how pupils' needs were being met. Records showed that care plans were regularly reviewed and that progress is monitored. Risk assessments were in place where appropriate for each pupil. Discussions with staff and care plans examined showed that pupils were receiving statutory reviews. Pupils, their parents and care workers contributed to reviews.

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

Each pupil has their own case file, the inspectors were able to sample a number of files during the inspection.
Care plans reviewed as part of the case tracking process contained the information required under this standard.
All pupils spoken with were aware that they could see their file if they wished to.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The school maintains clear and accurate records on the staff and child groups in the school and any major events affecting the child.

Accident recording was undertaken appropriately and menus were available.

Duty rosters were available and identified who was on duty each day and night. The school had a diary of events, which contained records of what was happening each day.

Records of visitors were present in the visitor's book. These records included the detail of when a visitor entered and left the school.

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

Discussions with pupils and staff and records seen on inspection showed that pupils are supported to maintain contact with their family while living at the school. Records supported that care workers generally had contact with pupils' parents, and contacted them regarding any welfare concerns. Education and therapy staff interviewed reported that they had some contact with pupils' parents.

A small minority of parents thought that communication between the School and themselves could be better; however the vast majority of parents questionnaires evidenced that communication was sound and that parents were always kept informed.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

At the time of the Inspection there were no Children in the care of a Local Authority. However, transition plans were in place and taken seriously. Parents did not raise any issues about difficulties related to the planning for young people to move on from the school into other accommodation.

Standard 22 (22.1 - 22.13)

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

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

Care planning showed a high degree of individualised interventions, with the appropriate use of specialist professionals. Not only was support individualised, but also obvious care was taken to ensure individual pupil's communication needs were met.

Questionnaires were received from parents and generally expressed great appreciation for the care and support available to the children.

Pupils attend school for an assessment day before admission.

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?

4

The school accommodates pupils with various needs and appropriate equipment is supplied through a full occupational assessment, this was evident during the inspection. The premises were generally well maintained internally and externally. The inspectors considered that the environment was developed to be as homely and comfortable as possible. Staff are to be commended for their contribution in achieving this.

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?

3

It was evident that pupils had been encouraged and supported to personalise their dorm spaces. Pupils had been able to bring in their own games/activities from home and could bring in their own quilt covers.

It was the view of some pupils that dormitories did not afford them enough privacy when they were getting dressed. Students cited examples of getting dressed/undressed behind wardrobe doors. All dormitories were shared by a number of pupils and only the older girls dormitory had changing closets at the time of the inspection; however the School intends to provide this facility in all dormitories. As this is in progress a recommendation will not be made. It was noted that a damp patch was evident in one of the dormitory ceilings. The School management stated that this is sometimes caused during 'freak' weather conditions when rain can be blown in under the roof eaves. The School is continuing to seek a remedy for this. As this is already in progress a recommendation will not be made.

Standard 25 (25.1 - 25.7)

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

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

There were sufficient numbers of baths, showers and toilets to meet pupils' needs. These were on the whole well maintained. However one bathroom floor was considered to be in need of being cleaned. Showers were reported by pupils to flood. Inspectors tested these and found that they did indeed flood. It is important that this is explored and addressed. The inspectors were of the opinion that arrangements for the care of underwear during a girls' monthly menstruation was not wholly satisfactory and needed to be improved to provide a more sanitary procedure as discussed at the time of the inspection. Whilst to pupils did not suggest any concern about this, or propose any alterations to the existing system staff have devised an additional alternative system for those who wish to avail themselves to the new option.

Staff reported that approved thermostatic mixer valves had been fitted to all baths and showers used by students. Hot water temperature checks were being carried out and recorded. Temperatures were above those required.

Standard 26 (26.1 - 26.10)

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

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

Many steps were found to have been taken to ensure the health, safety and security of the pupils. Arrangements to keep buildings secure were found to be followed consistently by staff members. The school is currently undertaking the recommendations made during the fire officers' inspection.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

The Inspectors found that the school had detailed policies and procedures relating to the recruitment and selection of staff. The Inspector examined a sample of personnel files. Personnel files showed that the school recruitment and selection procedures had been adhered to when employing staff. Required checks and information had been obtained for staff.

Total number of care staff:

22

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

Staff spoken with reported that current staffing levels are generally adequate to meet the needs of the children. The inspectors concurred with this view. Supervision of activities by staff was good.

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?**

4

The school has a detailed induction programme based on TOPPS for all staff and volunteers, which includes guidance on child protection. Staff have had the opportunity to develop their knowledge and skills. There was evidence that the school has made good use of non-teaching days to provide training in matters such as child protection and risk assessment. A sample of questionnaires were received from staff members and provided clear evidence that the training and support provided to staff is highly valued. Staff reported that they considered the school's approach to training and induction was extremely positive and felt supported by the training provided. They also stated that they were able to put forward ideas for training.

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?**

4

There was evidence that staff are accountable and supported. Staff receive a great deal of informal support both individually on a day to day basis, and through team meetings. Numerous staff questionnaires reported there being an 'open door' approach to staff support and a number of verbal comments additionally spoke of the accessibility and supportive stance of management.

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?

4

Observations and discussions showed that the school has a comprehensive system in place to communicate information between staff and transfer written records between parts of the service.

Good systems are in place for staff supervision and a structure is in place to train staff to meet targets in National Vocational Qualifications. Staff reported that they felt supported by management.

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

30 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

There was no indication from management, staff or records seen that there are any issues regarding the financial viability of the school.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

3

The inspectors were satisfied that monitoring under this standard was carried out and the last 5 reports under this standard were seen. Copies are forwarded to governors for discussion. The inspectors were impressed with the quality of the independent persons work.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** _____ **Signature** _____**Date** _____**Inspector** _____ **Signature** _____**Date** _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 7th December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

NA

Note:

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

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NA

Provider has declined to provide an action plan

NO

Other: <enter details here>

NA

D.3 HEAD'S AGREEMENT

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

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

Print Name _____

Signature _____

Designation _____

Date _____

Or

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

--

Print Name _____

Signature _____

Designation _____

Date _____

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

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