



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Muntham House School

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

Lead Inspector
Mrs E Southall

Announced Inspection
26th January 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 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

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

Name of school	Muntham House School
Address	Muntham House School Barns Green Horsham West Sussex RH13 7NJ
Telephone number	01403 730302
Fax number	01403 730510
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Muntham House School Trust
Name of Head	Mr Richard Boyle
Name of Head of Care	Mr Richard Bell
Age range of residential pupils	8 – 18 years
Date of last welfare inspection	18 th October 2004

Brief Description of the School:

Muntham House is a non-maintained residential special school for boys aged between 8 - 18 years. It is designated as a school for pupils with EBD (Emotional and Behavioural Difficulties) who may, in addition, have AD(H)D (Attention Deficit (Hyperactivity) Disorder. All pupils have a Statement of Special Educational Needs.

The school buildings are set in extensive and attractive grounds at Barns Green, near Horsham. Muntham House is approved to accommodate a maximum of 52 pupils. At the time of this inspection 48 boys were placed at the school. The school buildings together with the facilities and amenities available within the grounds offer a spacious and stimulating environment to the pupils.

Boarders are divided into groups by age and the accommodation for the majority of pupils is situated on the upper floors of the main school building. 6 pupils in the separate Extended Education Unit have their own individual accommodation in an adjoining annexe (The Bothy) The majority of boarders return home each weekend and all return home for a long weekend every three weeks.

The school has a Board of Trustees and Governors who are actively involved in policy and administration.

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

SUMMARY

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

The inspection began at 9.00 am and took place over the next eight hours. The Inspectors, Elaine Southall and Kevin Ball, spent time with the Principal, Richard Boyle, the Head of Care, Richard Bell, and the Deputy Head of Care Anthony Ward. Two groups of residential staff and a teacher were interviewed. The Inspectors also spoke with the school chef, the two members of the Family and Induction Team, the two Health and Welfare staff, and a group of pupils. A sample of pupil's case files was seen, together with written records, logs, policies and procedures. The Inspectors shared the lunchtime meal with the staff and pupils. All of the residential units were visited. Two pupils showed the Inspector round the three floors in the main school building. Questionnaires were completed by the pupils.

The care programme at Muntham House continues to be of a commendably high quality. Since the last inspection, the school has restructured the Care Curriculum around the five core outcomes identified in 'Every Child Matters.' This has been a significant move in creating a clear and meaningful framework for the whole school approach to meeting the needs of the pupils. Both staff and pupils told the Inspectors of their feeling that the whole atmosphere in the school has benefited from the structural changes that have been made. One young man told an Inspector that: "Everyone's brightened up a bit". Members of the care staff team said that they feel there is more vibrancy in their work with the young people and that there is better dovetailing now between the work of the care and teaching staff.

What the school does well:

- The organisation of the school is based upon a close liaison between care and teaching staff that ensures that each pupil's care, social and educational needs are addressed within a consistently child-centred and interactive framework.
- The activities programme is varied, imaginative and very popular with the pupils.
- Individualised support in line with the assessed needs of each pupil is central to the care programme. The staff clearly know each young person as an individual and work closely together to recognise and manage specific needs.
- The young people are well supported and always involved in decisions that are made about their lives. The School Council gives them a clear voice in their day-to-day life at the school.
- The young people appear confident and safe in their relationships with staff.
- The admission and leaving processes for pupils at Muntham House are thorough and informed by detailed assessments, care planning and

follow-up procedures. Both are carried out to a commendably high standard.

- All care planning is carried out to the highest standard and plans are regularly reviewed and monitored. Young people are involved at every stage.
- Care staff work hard to support and promote appropriate contact between young people and their families/carers while they are resident at the school.
- The school premises provide an attractive, spacious and well-maintained environment which is clearly valued by the young people.
- The residential accommodation at the school is comfortable and well equipped. Ongoing refurbishment is being carried out to the highest standard.
- The School Brochure is well presented, with all necessary information included and the school's care principles clearly described and incorporated within the overall purpose of the school.
- The care staff team is well established, stable, and able to provide consistency of care to the boys. The members of the team are balanced by age and gender and have a good understanding of their role and responsibilities within the school.
- Muntham House is an efficiently run school. Communication is open and effective at all levels. The school continues to develop and adapt in order to promote best practice in all areas.

What has improved since the last inspection?

- The use of the five outcomes identified in Every Child Matters as a framework to assess the outcomes of all care practice at the school has had a clear effect in promoting the confidence of both staff and pupils.
- The refurbishment of the residential accommodation on the Junior and Inter floors has been carried out to the highest standard. All new furniture and fittings are of the best quality and clearly valued by the young people.
- A programme of review and improvement of the arrangements for meals has been introduced, with the input of the pupils.
- New strategies for the reward of positive behaviour with increased responsibility and choice for the pupil are working well.

What they could do better:

- Although procedures have improved since the last inspection, vigilance must be maintained to ensure that all necessary checks are completed before new staff begin work at the school.
- The content of reports completed by the school's Standard 33 visitor should include written detail of observations made during the visit.

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 or by contacting your local CSCI office.

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)

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

14 & 15

Procedures relating to the pupil's healthcare needs are satisfactory.
Arrangements for the food provided at the school have improved.

EVIDENCE:

Two Health and Welfare staff are responsible for the day-to-day health needs of the pupils. They are both qualified in First Aid and attend all INSET training days, including child protection, health and safety, and specific areas of need such as Asperger's Syndrome. All boarders at the school are registered with a local GP practice. Annual dental, optical and hearing checks are carried out at the school. Medical histories are obtained during the admissions procedure and following entry to the school all new boarders visit the GP for a new patient health check. An Inspector visited the school surgery and saw that all medical records were up-to-date and in good order. The records of prescribed and household medication administration were well kept and the Inspector saw a complete record of all medication on-site at the school that day. The school's sickbay is situated next to the school surgery. The Health and Welfare staff liaise directly with parents/carers and care staff to decide how the needs of boarders who are unwell are to be managed.

The arrangements for the pupils' meals are currently under review, with the young people's suggestions being taken into account. The main meal of the day is lunch, served in the school's dining room. The food is now served cafeteria-style, with the pupils being able to choose between the hot dish of the day, or baguettes with a choice of fillings and salad. A hot pudding or fruit is available. The Inspectors shared lunch – roast lamb - with the pupils on the day of the inspection and noted that the new system is more relaxed and flexible and obviously appreciated by them. Discussion is still taking place about the arrangements for the evening meal, with both staff and pupils telling the Inspectors of their concerns that currently only the year 11 boys can choose and prepare their own meal on the senior floor. No choice is available for the younger pupils who eat tea in the dining room. That evening pizza was

on the menu. All the boarding units are provided with bread and milk for evening snacks. Each unit buys their own choice of spreads/extras. Staff told the Inspectors that pupil opinion is driving the changes that are being made to their food – it will be good to see what future developments take place.

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)

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

3, 4, 5, 6, 7, 8, 10, 26 & 27

Pupil confidentiality is a priority in the school. Arrangements for complaints and protection from abuse and bullying are well managed. Effective strategies are in place to help pupils develop responsible behaviour. Health and Safety procedures are good. The recruitment procedure has improved however care must be taken that all necessary checks are fully completed.

EVIDENCE:

All pupil records are kept safely and securely. All of the boys who spoke with the Inspector and filled in questionnaires were clear and confident about what they would do if they wanted to make a complaint and who they would go to. Records of recent complaints were seen by an Inspector to be satisfactory, with the outcome for the young person clearly detailed. Care staff told the

Inspectors that training in child protection is included in their induction programme and then annually as part of INSET. All were aware of their role and responsibilities in addressing any child protection concerns. The Principal, Richard Boyle, is the designated person for child protection at the school, and holds a confidential file, seen by an Inspector, with records of any investigations that take place.

Young people who spoke with Inspectors and who completed questionnaires indicated that they do not feel that bullying is a significant concern at the school. The Deputy Head of Care told the Inspectors that no pupil has been absent from the school without authority since the previous inspection. Written records of any absence would be held within individual case files.

A new strategy for the encouragement of positive behaviour has been introduced, with pupils being able to earn more responsibility, choice and independence in their day-to-day routines and activities. All of the boys who spoke with the Inspectors felt very positive about this approach and were clearly proud of being given more responsibility for outcomes in their own lives.

Sanctions used can include loss of leisure activities, early bedtimes and 'time out' with staff. Some of the young people's questionnaires indicated that they do not like some of the sanctions used but all said that they felt that they were always treated fairly and understood why sanctions were necessary. One boy said that staff always talk through behaviour and punishments, and records seen show that the young people are given the opportunity to express their views about incidents in which they are involved. The PRICE restraint technique is used in the school. The Head of Care is an accredited trainer. Care staff told the Inspectors that training in defusion and de-escalation strategies is included in INSET days.

Health and Safety arrangements are of a high standard. All records and checks were seen to be up-to-date and in good order. Risk assessments of all activities identify the highest safeguards and thresholds before the activity takes place. Each initial assessment is followed-up by a further 'on the spot' assessment which takes into account any other factors present on the day. Environmental risk assessments were satisfactory. A WSCC Fire Inspection took place in July 2005 and the Deputy Head of Care told the Inspectors that a follow-up visit had taken place earlier in January and that all outstanding requirements had been met. An Inspector noted that fire equipment on the boarding units had been checked in January 06.

An Inspector checked the files of a number of new members of the school staff. Although improvement has taken place, and all had satisfactory CRB and PoCA checks completed before they began work, a number of deficiencies were seen in respect of poor quality references and unexplained gaps in CV's. Clear evidence of a robust recruitment procedure must be provided by the school.

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)

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

12, 13 & 22.

Care staff support young people's educational progress at the school. Activities provided for boarders are varied, imaginative, and very popular with them. Support for individual young people lies at the heart of the care programme.

EVIDENCE:

Care staff at Muntham House liaise closely with teaching staff and can be available during the day in the school to provide extra support for individual young people in the classroom if needed. Inspectors were told by both care and teaching staff of the good relationships that exist between them and all emphasised that they work as a team in implementing the whole school approach to addressing the needs of the young people. In his questionnaire one boy said that care staff give: "All the help you need" with extra studying after school hours. Each pupil's tutor and key worker hold regular meetings to discuss progress in individual academic, social and behavioural targets. Care and teaching handover meetings take place at the beginning and end of the school day.

The Inspectors were told of the new approach to reward responsible behaviour, where points earned in the classroom during the day can be used by successful pupils to have first choice of the evening activity on their floor. A joint format has recently been introduced for charting all of the points awarded to each boy throughout the whole day – at school and on the boarding units. The Inspectors felt that the work carried out to introduce the 'Every Child Matters' framework now used in the whole school approach has resulted in a sense that the pupils feel recognised by both care and teaching staff as whole people. None of the boys who completed questionnaires or who spoke with the Inspectors had any major grumbles about being at the school. Statements included: "All I can say is that this is a great school and the staff are cool" and

that the best things about living at the school are: "Staff, teachers, my friends and having lots of fun."

The activities programme provided for the pupils at Muntham House is of a consistently high quality and well appreciated by the pupils. They told the Inspectors that they are given a three-weekly plan and that they choose what they want to do. One boy said: "You know we actually have a huge pile of things we do. If you have done well in school you get more choice." Favourites listed on questionnaires included: rock climbing, fishing, swimming, base building, run outs, football, local snooker and youth clubs, cinema and going to the bonfire. On the boarding floors games, books, magazines, art activities, DVDs and computer games are available. Common rooms are equipped with wide screen TVs and some bedrooms have TV installed. Trips away from the school that pupils told the Inspector that they have enjoyed included visits to Yorkshire, the New Forest and Blackland Farm. Many photographs of trips are displayed on the walls of the boarding units. Each pupil has an individual Activity Plan – with the outcome for each activity assessed within one of the five 'Every Child Matters' criteria.

It is clear from discussion with pupils, observation of interaction with staff, and documents seen in a sample of pupil files that the support provided for individual children at Muntham House lies at the heart of the school's approach. A keyworker system is used – one boy said that the best thing that's happened to him while living at the school is that he: "...gets one to one staff". The integrated approach to care supports and promotes the development of the security, self-confidence and responsibility of each pupil. Those who spent time with the Inspectors were clear in their understanding of the school system and confident in stating their own thoughts and feelings in response to questions.

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)

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

2, 9, 11, 17 & 20

Pupil's views are taken into account in all aspects of their care. Relationships between care staff and children are sound. All assessments of need are completed to a high standard. Care staff support the pupils in contact with their families/carers while living at the school.

EVIDENCE:

Pupils who spent time with the Inspectors told them that they feel able to tell members of staff their views and opinions about their welfare. Formal procedures involve floor meetings every three weeks and a school council. Pupils clearly feel that the school council does put their views and ideas to the staff. Two did say that they don't always get to know what happens at the meetings, and discussed with the Inspector her suggestion that a copy of the minutes of each meeting could be displayed on each floor for the boys to read themselves. They thought that this would be a good idea.

The school has produced a DVD – "Voice of the Child" – that tells the viewer the feelings of a group of boys about their life at the school. The Inspector felt that this is an imaginative and powerful way to engage pupils in stating their own views about Muntham House, and for them to feel that they are taken seriously.

The Family and Induction Team visit every new entrant to the school at home as part of the admissions process in order to ensure that they and their family/carers are fully informed and involved in all decisions made. Discussion with staff on the post 16 Unit and observation of records showed that planning and support for pupils who are leaving the school are of the highest quality.

During the time spent in the school the Inspectors observed that relationships between care staff and pupils were open and respectful. Staff set clear and consistent professional and personal boundaries within which the young people are secure while still able to express their individuality. Although the pupils are under close supervision, strategies used by staff to promote responsible behaviour were seen to be good-humoured and respectful at all times. The care staff group is stable and able to offer consistency in their relationships with the young people. None of the pupils mentioned any difficulties in their relationships with staff at the school, many saying in their questionnaires that the staff are one of the things that they like best about living at the school.

Records in case files show that all assessment and planning is consistently carried out to a commendably high standard, with individual targets clearly identified and regularly reviewed.

The fact that pupils return home at least every third weekend means that they keep in regular contact with their family and friends. The Family and Induction Team also maintain close contact throughout the time each boy spends at the school. Care staff are also in regular telephone contact with parents/carers. The pupils have a phone on each floor for incoming calls and can telephone their family and friends themselves from a phone on their boarding floor. They also have use of their own mobile phones during specified times of the evening. Parents/carers are free to telephone the school staff at any time.

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):

16, 21, 23, 24 & 25

Arrangements for the pupils' personal needs while in school are satisfactory. Young people who leave the school are well prepared for the transition to independent living. The accommodation provided at Muntham House is of a good quality.

EVIDENCE:

Boarders bring their own clothes to school and wear them out of school time. They can also bring their own choice of toiletries into school. The Health and Welfare team carry stocks of school uniform and toiletries for any boys who might not have their own. Pocket money is brought from home and kept in a locked cupboard on each boarding floor.

The day-to-day activities of the young people provide opportunities for them to develop the knowledge and skills that they are likely to need in later life. With staff support, the year 11 pupils plan and prepare their own evening meal on the senior floor each day. Transition Planning begins at the age of 14, which can include work experience in the local community, careers education and guidance and community service.

An Inspector visited the post 16 Unit (the Bothy) where 6 pupils live in an environment that provides focussed one-to-one support as they move towards

independent living when they leave Muntham House. Each young man has an individually agreed daily timetable with all targets and outcomes assessed according to the five 'Every Child Matters' categories. Student development plans were detailed, comprehensive and completed to a commendably high standard. Two of the Post-16 Co-ordinators told the Inspector that four of the current residents are attending local Further Education Colleges and are taking courses in building, electrical installation and car maintenance. Staff from the Bothy attend the colleges when needed to provide back-up support for the students to help promote their social independence skills in mainstream education. Work experience placements are also found near to their homes, as they near the time when they leave the school and move back to live in the community.

The young men live in their own flats where they have a private bed sitting room, bathroom and small kitchen. There is a large communal lounge and kitchen with a full-sized cooker where the evening meal is cooked with staff assistance if they are at home. Trips to the cinema usually include a supper out of fish and chips or McDonald's. The Inspector considered that the programme provided on the Post-16 Unit for young men preparing to leave the care of the school and move into the community to be of a consistently high quality, with staff committed to the continuing development of best practice.

Muntham House provides a spacious and stimulating environment that is clearly appreciated by the pupils. Responses to the question 'What are the best things about the school's buildings and grounds?' include: "Lots of space to play run outs and build bases and the pond for fishing" "It's got everything" "History" and "I really love the school. It's amazing - the grounds are great. It's breathtaking". Although one young man said that the worst thing is: "The woods. My shoes get dirty."

Since the last inspection a programme of refurbishment and redecoration of the Junior and Inter floors has taken place. All of the work, including the installation of more showers and toilets, has been completed to a very high standard, and the Inspector was impressed with the quality of the new furniture and bathroom fixtures and fittings that have been provided. They are obviously valued by the boys. It was noted that some of the carpets in the bedrooms are worn and marked, and that three of the rooms on the Inter floor do not have hanging space for the boys' clothes. The process of redecoration was still underway at the time of this inspection.

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)

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

1, 18, 19, 28, 29, 30, 31, 32 & 33

The school's care principles are clearly laid out in the brochure. Most records are up-to-date and satisfactory. The staff group is stable, skilled and committed to the pupil's welfare. They receive training that equips them to meet the needs of the young people in their care. The school is run efficiently and the management team is focussed upon achieving best practice in all areas.

EVIDENCE:

The Inspectors considered that Muntham House maintains good records of the history and progress of the pupils. All necessary information is held in individual case files, Care Plans and health files. Samples seen by an Inspector were well kept and up-to-date. The majority of the records seen by the Inspectors were in good order, however as already stated, staff files have

improved but still do not include all of the documents required to demonstrate a robust recruitment procedure.

Records are monitored by the school's Standard 33 visitor. The current format of the report that is completed would benefit from more evidence of the observations and judgements made during each monitoring visit.

The care team includes many established and experienced people who provide a continuity of care that is obviously valued by the pupils. All staff receive regular supervision. New members of staff spoke very positively about their experience at the school and the support they have received throughout their induction and probationary periods. Staff told the Inspectors of a: 'Good chain of command' at the school and the 'open door' policy that is operated by the Senior Management Team.

The school has recently appointed a Training Officer and staff told the Inspectors that they have completed a questionnaire identifying their specific training needs. Care staff are provided with good training opportunities and are very well equipped to meet the needs of the pupils in their care.

Muntham House is a school that is open to fresh ideas and the implementation of the 'Every Child Matters' framework has added a sense of vitality and energy to the Care Curriculum provided for the pupils. Systems and procedures are operating well and provide evidence of a high quality care programme that is clearly valued by the young people who live at 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>
14	3
15	3

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
18	3
19	2
28	4
29	3
30	4
31	4
32	3
33	3

Are there any outstanding recommendations from the last inspection? YES

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	Timescale for action (Serious welfare concerns only)
1	RS19RS27	The school must be vigilant in ensuring that records provide evidence that all of the checks listed in Standard 27.2 have been completed before newly recruited staff begin work.	26/01/06

Commission for Social Care Inspection

Worthing LO
2nd Floor, Ridgeworth House
Liverpool Gardens
Worthing
West Sussex
BN11 1RY

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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