

# Unsted Park School

Inspection report for Residential Special School

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<b>Inspection date</b>	14/09/2010
<b>Inspector</b>	John Chivers
<b>Type of inspection</b>	Key

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<b>Setting address</b>	Munstead Heath Road, Godalming, Surrey, GU7 1UW
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**Telephone number**

**Email**

**Registered person**

**Head/ Principal**

**Nominated person**

**Date of last inspection**

Priory Education Services Ltd

Rick Tracy

Helen Sharpe

09/02/2010

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

Unsted Park is a residential special school which provides day and residential provision for students with Asperger's syndrome. The school premises are a Grade II listed building in a country setting with large grounds. A sports court and a swimming pool are available. The school provides residential placements in three boarding units. The residential units are located on the first floor. Access to the boarding areas is separate from the school via a pedestrian walkway, away from vehicles accessing the grounds. A controlled access lift is available and access to the boarding areas is securely managed. All bedrooms are single occupancy; twelve bedrooms are en suite with a bath or shower and WC, five bedrooms have access to a dedicated bathroom or shower room next to the room. A range of communal areas are available and include lounges, quiet rooms and therapy rooms. Parking is available away from the main building. A residential sixth form boarding unit was opened in September 2009.

### **Summary**

The overall quality rating is outstanding.

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

The inspection was a full inspection and announced. All of the key standards in the sections being healthy, staying safe, enjoying and achieving, positive contribution, economic well-being and organisation of the national minimum standards for residential special schools were assessed. The one recommendation made at the last inspection was found to have been met in full and no recommendations are made as a result of this inspection. The boarding section of the school is managed to a high professional standard and affords an equally high standard of care and support to the resident students. Full regard for equal opportunities and equality and diversity issues is throughout the operation of boarding. Fourteen students were resident during the inspection, some taking part in the inspection process by discussion and conveying their views.

### **Improvements since the last inspection**

At the last inspection the Principal was asked to ensure that dates are entered on accident reports on all occasions. Dates are now consistently entered on reports which now fully complies with accident reporting requirements.

## **Helping children to be healthy**

The provision is outstanding.

Students have a healthy, balanced and nutritious diet. The meals provided and catering arrangements at the school are of an excellent standard and wholly enjoyed by students and staff. Meal times are a well ordered social occasion. The kitchen is spacious, and well equipped and provisions are safely and correctly stored with refrigerator and freezer temperatures taken and recorded on a daily basis. Catering staff are trained in food hygiene and the school's catering arrangements meet the local environmental health food hygiene standards. Students benefit from the opportunity to prepare their own meals in the boarding houses and confirm they enjoy doing so. Any special medical, religious, cultural and preferential diets are catered for.

Students live healthy and active life styles and are encouraged to engage in a range of pursuits which helps to develop their physical and mental health abilities. A local general practice is available to the school and visits to the doctor and other health care professionals are clearly recorded. Detailed health and medical histories are held on individual students, of which staff are aware. Student's health care arrangements are monitored, reviewed on a regular basis and recorded on their comprehensive placement and care plans. Any special ethnic health care needs are met as appropriate. Students receive medical treatment when required from staff who are suitably trained in medication administration and first aid. Staff dispense medication in a safe, caring and sensitive way. Medication is securely held in locked cabinets within a locked surgery and medication administration records and homely remedy records are diligently kept. Accidents are clearly recorded. Students say staff look after their health and encourage them to live healthy life styles, advising them of the dangers of certain life style choices.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Staff are aware of the importance of confidentiality and keep information about students in a confidential manner. Students are able to use a telephone in private without reference to staff and there is adequate space where students can meet with appropriate visitors in private. Confidential records are securely held in locked cabinets within locked offices and toilet and bathing facilities afford good privacy. Students are treated with dignity and staff respect their privacy. Students confirm such arrangements.

Students know how to make a complaint and they and their parents have unrestricted access to the school's complaints procedure. Complaint information is displayed around the boarding areas. Staff receive training in complaints at induction and this is reinforced periodically at team meetings. Complaints are clearly recorded and show action taken and an outcome. Students are clear they have no complaints or concerns about the school, staff or standard of care they receive.

Students are protected from harm and abuse by staff who are aware of the relevant procedures and appropriately trained in child protection and safeguarding. Students are closely supervised by staff who are alert to such issues and advise them regarding their personal safety, reinforcing the school's curriculum learning in these areas. The local police community liaison officer visits the school and advises students regarding keeping safe. There are no current child protection or safeguarding issues in the school and students confirm feeling safe and protected by the school's arrangements in this area.

Students live in a bullying free environment and are confident staff are quick to spot and deal with such conduct should issues arise. The close supervision of students coupled with maintaining the cohesive and inclusive atmosphere helps to ensure bullying is unlikely. There is a detailed missing person's policy and procedure, however no unauthorised absences have occurred from the school's boarding provision. The care and support arrangements encourage students to feel safe and secure in the school's care.

Students behaviour is very well managed by staff who are appropriately trained in behaviour management and who handle any behavioural issues in a sensitive, non threatening and reassuring way. Relationships between staff and students are positive with sound interaction, communication and engagement evident. Students respond well to staff inputs and no significant issues regarding behaviour management and control are evident. Students say the standard of discipline is fair, that formal sanctions are not used and physical intervention and restraint is rarely used in pastoral time. Any restraint used is clearly recorded , necessary and appropriate in the circumstances described in the record.

Students live in a safe and closely monitored environment and the school takes active steps to keep students, staff and visitors safe from the inherent risks of fire and other potential safety hazards. Standards of cleanliness and hygiene are good throughout the boarding areas and no safety hazards are evident in the areas of the premises accessed.

The school's staff recruitment and vetting procedures are sound and have full regard for equal opportunity and equality and diversity issues throughout its recruitment process. Staff personnel files hold all required information including two written references and checks via the Criminal Records Bureau at enhanced level. The school's recruitment arrangements helps to ensure that only suitable staff are employed to look after the students.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Students benefit from the care staff's involvement in their education programmes and assisting teachers in classrooms, ensuring continuity of holistic care. Students enjoy a wide range of education and learning activities facilitated by care staff in

pastoral time and care staff also encourage students to complete homework. There is a merit award system which further encourages students to achieve and receive certain gift vouchers and other rewards for attainment in academic work and pastoral activities. Students learn about equality and diversity issues via class work, work shops and information provision at school assemblies. Staff hold copies of students statements of educational needs and individual education plans and contribute to education reviews. This helps to ensure their awareness and knowledge of student's individual progress. There is sound communication between teaching and care staff with handover meetings held daily.

Students enjoy a high level of care and support from a committed and professional staff team who are sensitive and reassuring in their approach and dealings with them. Students benefit from a key worker system which ensures regular one-to-one contact, support, monitoring and review of students progress or issues. Students are further supported by three independent people and have access to advocates as appropriate. There is also input from a range of other professionals such as psychiatrists, psychologists, occupational and speech and language therapists. Students have detailed care plans and confirm and appreciate the excellent level of care and support afforded them.

### **Helping children make a positive contribution**

The provision is outstanding.

Students learn about taking responsibility for their actions and express their views, opinions and choices via a range of forums including one-to-one consultation with staff, the school council and students' house meetings. In addition students have the use of a suggestion box. They are also consulted regarding the opportunity to engage in activities such as fund raising for a children's hospice and a water aid programme in Africa. Allowing such choices and involvement helps develop students sense of responsibility, empathy and social awareness. Students said staff listen to what they have to say and act upon their suggestions and requests as appropriate.

The school's clear admissions criteria and process helps to ensure that only suitable students are admitted who can benefit from residence and the holistic care and support programme offered. Students are prepared to leave the school in a planned way having benefitted and gained valuable experience from work experience, independence training and transition preparation. Students said they enjoy and are appreciative of the input the school affords in these areas.

Students benefit from having clear and detailed care plans in place of which they are aware of and in agreement with. Staff are knowledgeable about the plans and monitor and review them on a regular basis identifying progress, issues and areas for development. A new care plan format has recently been introduced which enhances the existing commendable plans. Comprehensive individual risk assessments are also in place for each student. Any contact students have with their parents and significant others is clearly recorded.

## **Achieving economic wellbeing**

The provision is good.

Parents supply students pocket money, clothing and toiletries. Pocket money is held by staff for safekeeping and clear and accurate records of monetary transactions are kept.

Older students are prepared to leave care in a planned way and students benefit from having transition plans, independence training and work experience along with a sixth form curriculum. Students said they appreciate what the school does for them regarding preparation for adulthood, employment and independent living.

Students live in safe and well maintained accommodation which is homely and comfortable. Communal areas are decorated and furnished to a good standard and provide adequate space for the numbers of students. Bedrooms are single occupancy, of equally good standard and are personalised to varying standards by the students. Toilet and bathing facilities are of a good standard and afford privacy. Good kitchen facilities are provided in the boarding areas which students frequently use. The school grounds are spacious and well maintained. Standards of cleanliness and hygiene are good throughout the boarding areas and no safety hazards are evident in the areas of the premises accessed.

## **Organisation**

The organisation is outstanding.

The promotion of equality and diversity is outstanding with the operation having full regard for and an awareness of people's differences. The school is managed to a high professional standard and affords an equally high standard of care and support to the resident students.

Students and their parents are given sufficient information about the school via the Statement of Purpose and the students guide and handbook which are reviewed annually. The material is comprehensive and accurately describes the service and facilities provided.

Students receive an excellent standard of care and support from a well supervised, trained and appraised staff team. Students benefit from staff who work in a committed, competent and professional manner which enables the boarding section of the school to achieve its aims and objectives. This provides positive learning and living experiences for the students. Staff are sufficient in number, skills and experience to effectively meet the needs of the students who have a wide range of special needs. There is a high level of communication between the care staff who are led by a strong and consistent management team which is open and inclusive. Staff are avidly supportive of the school's management and ethos and are clear the school has full regard for equal opportunities and equality and diversity issues and that no discriminatory attitudes or practices exist within the service.



Students live and learn in an environment which has very frequent and effective internal and external quality assurance systems. This provides a high level of monitoring and scrutiny of the school's conduct. There is an annual development plan for the year 2009-10 and a current insurance liability certificate is held, which complies with the school's responsibilities as an employer.