

Chart Wood School

Taynton Drive, Merstham, Redhill, Surrey RH1 3PU

Inspection dates

25/04/2019 to 29/04/2019

Context of the inspection

This monitoring visit was undertaken following a judgement of inadequate which was given at the full welfare inspection carried out from 4 to 6 February 2019. The progress made in meeting the national minimum standards for residential special schools was assessed. This monitoring visit was aligned with an education inspection.

Summary of the progress made in implementing the action plan

The residential provision was judged to be inadequate in all reporting areas at the last inspection. There were a total of 14 unmet national minimum standards (NMS) at that inspection. This monitoring visit found that 13 NMS remain unmet and an additional NMS breach was identified. This monitoring visit took place two months after the full inspection. The school changed to an academy in January 2019. There continues to be uncertainty about the leadership of the school. A new headteacher has been appointed but will not take up their post until September 2019. The head of care is currently absent, and their post is being filled by a recently appointed interim deputy head of care.

The school continues to go through an unsettled period. Nevertheless, pupils continue to have good relationships with individual staff and some progress has been made. The new organisation is establishing new processes after undertaking reviews and it has a detailed development plan in operation from which to move forward.

NMS 1.1 is met. The statement of principles and practice is now in place with a focus on what the residential provision hopes to achieve. Residential staff contributed to its development and were aware of its content.

NMS 2.4 is not met. Plans are in place to have more detailed initial assessments of a pupil's needs as part of the introduction to the school. This new assessment process contains a clear rationale for deciding whether children should attend the residential provision. This includes the need for residential staff finding out detailed information about the child and how the pupil's needs will fit with the needs of other pupils who already attend. As this new procedure is not yet in practice, inspectors were unable to assess its impact.

NMS 5.1 is not met. While staff have very recently discussed, and agreed, which children

should sleep in each bedroom and the reasons for these decisions, the rationale is not clearly recorded. There is, therefore, no detailed record of how the previous incidents and historical concerns were considered when making these decisions. Leaders and managers cannot monitor and review the quality of decisions being made and whether the staffing levels needed adequately meet children's needs.

NMS 6.3 is not met. Gaps in the quality of risk assessments remain widespread. Risk assessments do not yet consistently identify all known risks and the assessments were not updated quickly following a serious incident. Additionally, risk assessments for issues relating to staff do not include all of the necessary detail. There has also been no assessment of whether the levels of staffing during the day and night meet the residential pupils' needs.

NMS 11.1 is not met. Safety plans have been implemented since the last inspection for all residential pupils. The safety plans include contribution from various staff within the school and, therefore, provide a more co-ordinated and holistic approach to inform all staff on the issues affecting children and how these should be managed. These require further development as there are some gaps in assessments and important information is missing in some cases. The safety plans do not all contain up-to-date strategies and, in some cases, there is a lack of detail about staff responsibilities. The plans lack detail of how the staff are monitoring children's networks within the school and community and do not fully consider contextual safeguarding.

Two examples of poor decision-making in relation to safeguarding were found. Safeguarding procedures had not been appropriately followed and therefore not monitored effectively. However, no child was harmed because of these omissions.

13.1, 13.3, 13.4 and 13.5 NMS are not met. These NMS all relate to leadership and management and therefore are reported on together. The organisation has appointed several members of the governing body; however, the governing body is not yet in operation. The first meeting is planned in the next few weeks. Currently, no governor has been appointed to be responsible for overseeing the quality of the care and support that pupils receive when attending the residential provision. The school is not currently receiving independent challenge and scrutiny.

No formal assessment of the interim deputy head of care's skills, knowledge and experience had been recorded; this was completed during the inspection. The assessment, as viewed by inspectors, contained little detail of how the management team made its decision that the person was suitable for the role.

The organisation is developing many monitoring processes. However, significant gaps in monitoring were identified during the inspection, such as fire records which, for example, do not contain detail of who took part in fire drills and contain very out-of-date information including the name of the school.

Residential staff's morale is low. The staff said that, ever since the organisation has taken over, the support provided during residential time has not been helpful. Senior staff confirmed that no-one from the senior leadership team, who are supporting the development of the school, has visited the residential unit while it is in operation. This does not enable the organisation to independently assess and monitor the residential provision to ensure that it meets the standards. However, one member of the senior

team will commence weekly support to the residential team as of next week.

NMS 19.1 is not met. A detailed training residential staff training plan, which covers the rest of this academic year, has been produced. Dates for each training session are not formalised. Clear plans to test the impact of any training are weak. Nevertheless, the residential staff's awareness of contextual safeguarding has improved, but gaps in their knowledge about other important safeguarding issues that children may experience remain. The staff do not have enough knowledge of mental health and recognising, and managing, sexualised behaviours.

NMS 19.6 is not met. Staff still infrequently receive supervision and staff appraisals are also now outstanding. The supervision provided to staff lacks reflection or an awareness of the staff members' role and responsibilities.

NMS 21.1 is not met. Work is underway to develop children's placement plans that fit with the newly established safety plans and risk assessments. As yet, the impact of these developments cannot therefore be assessed as they have yet to be finalised and used in practice.

NMS 21.2 is not met. There are plans to have specific times to have one-to-one discussions (key working) with children. The sessions are due to commence in the next few weeks. Currently, the discussions that the staff have with children remain conversational and their purpose does not plainly contribute well to the overall needs that a child has.

NMS 22.1 is not met. Leaders and managers acknowledge that the quality of recording remains an area which requires development. They are changing recording systems from paper-based records to an online recording system. Leaders and managers are also working with staff to improve the quality and accuracy of records, but as yet the impact of these developments is not fully apparent, with some recording and information remaining of a poor quality.

At this monitoring visit, an additional NMS, 12.5 in relation to physical interventions, was found to not be met. One physical intervention has occurred in the residential unit since the last inspection. Details about what happened during the intervention were clear. However, after the intervention no-one identified that a staff debrief did not occur or that comments the pupil made after the intervention had not been followed up. This prevented any learning about staff practice and potential changes to how this child is supported and cared for from being explored.

National minimum standards

The school must meet the following national minimum standards for residential special schools:

- 2.4 The school makes all reasonable efforts to obtain all necessary information about a child's health, education and care needs, attainment and achievements prior to (or in an emergency, at the time of) admission.
- 5.1 Suitable sleeping accommodation is provided for children. It is well organised and managed with risk assessments undertaken and the findings acted upon to reduce risk for all children. Where children are aged eight years or over, sleeping

accommodation for boys is separate from sleeping accommodation for girls.

- 6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.
- 12.5 All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by.
- 11.1 The school ensures that: arrangements are made to safeguard and promote the welfare of children at the school; and such arrangements have regard to any guidance issued by the Secretary of State.
- 12.5 All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by.
- 13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
- 13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role.
- 13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.
- 13.5 The school's leadership and management actively promote the well-being of pupils.
- 19.1 Staff are equipped with the skills required to meet the needs of the children as they relate to the purpose of the setting. Training keeps them up to date with professional, legal and practice developments and reflects the policies, legal obligations and business needs of the school.
- 19.6 All staff have access to support and advice for their role. They also have regular supervision and formal annual appraisal of their performance.
- 21.1 The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child, unless the information is held elsewhere such as in the child's statement of special educational needs or education, health and care plan. The placement plan identifies the needs of that child that the school should meet and specifies how the school will care for the child and promote their welfare on a day to day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable the plan is consistent with the care plan of the placing authority for any child placed by a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible, children in the school are aware of the content of their placement plans and confirm that the school is providing care for them that is consistent with the plans.
- 21.2 Each child has at least one key worker (or similar person) within the school who provides individual guidance and support to the child. They regularly make time available to the child to enable the child to seek guidance, advice and support on any

matter. They monitor the school's compliance on a day to day basis with the child's placement plan.

- 22.1 Every child has an accurate, permanent record of their history and progress which can be read by the child at any time (except where the data controller is not obliged to supply the information to the child), and add personal statements or statements correcting errors.

Inspection team

Emeline Evans	Lead social care inspector
Ruth Coler	Social care inspector

Information about this school

Chart Wood School has recently converted to academy status. It provides for both day and residential boy pupils aged from nine to 16 years. There are 88 pupils on roll, with provision for 24 boarding at any time. At the time of the inspection, there were 15 residential pupils accessing the provision on different boarding arrangements. There is one residential unit on the school site. The school takes young people who have been unable to succeed in mainstream school and who have education, health and care plans arising from social, emotional and/or behavioural difficulties and mental health needs.

School details

Unique reference number	146527
Social care unique reference number	2523136
DfE registration number	

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

The inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Type of school	Residential Special School
Number of boarders on roll	15
Gender of boarders	Boys
Age range of boarders	9 to 16
Headteacher	Jo-Anne Gale (interim headteacher)
Date of previous boarding inspection	04/02/2019
Telephone number	01737 215488
Email address	joanne.gale@cws.surrey.sch.uk

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