



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Gosden House School

**Horsham Road
Bramley
Nr Guildford
Surrey
GU5 0AH**

Lead Inspector
John Chivers

Announced Inspection
4th & 5th October 2006 10:00

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	Gosden House School
Address	Horsham Road Bramley Nr Guildford Surrey GU5 0AH
Telephone number	01483 892008
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Surrey Children's Service
Name of Head	Mr J David
Name of Head of Care	Alison Campbell and Kim Simpson
Age range of residential pupils	11-16 years.
Date of last welfare inspection	24/11/05

Brief Description of the School:

Gosden House is a Residential and Day School for children with special needs. The school is managed by Surrey County Council and is situated off a main road on the outskirts of a village.

The school is on a main bus route and Guildford town centre with its wide range of facilities and amenities is close by.

The school is situated in large, well-maintained grounds.

The exterior of the main building is attractive and welcoming.

The school currently has thirty-two pupils in residence, who are divided into junior and senior boarding houses.

The school provides a caring and nurturing experience to pupils with a wide range of special and complex needs.

SUMMARY

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

The inspection was announced and was undertaken on 4th and 5th October 2006. The duration of the inspection over the two-day period was 17 hours.

All of the 'key' standards and a number of non-key standards were inspected at this 'key' inspection.

As part of the inspection process the head teacher's self-assessment form and pre-inspection questionnaire were completed and returned to the CSCI.

Interviews/discussion was held with the head teacher, heads of care, chair of the school governors, care staff and boarding pupils.

Written feedback via questionnaires was also received from parents.

Samples of the schools policies, procedures and records were examined and recruitment and vetting procedures were scrutinised.

The premises were not inspected on this occasion, as this is not one of the key standards as defined by the CSCI; however some areas of the premises were accessed during the 'Health and Safety' checks.

The findings of the inspection are positive with many examples of sound and professional management and care practice afforded to the pupils.

There was observed evidence of excellent relationships being developed and maintained between staff and pupils. Staff were pro-active at engaging and interacting with pupils, to which pupils responded favourably. The pastoral service facilitates a friendly and homely environment where pupils are very well supported by committed, experienced and competent staff.

Pupils responded well to staff requests and instructions and none of the pupils were observed to pose any problems regarding behaviour management or control.

Pupils stated in interview/discussion that their 'key' workers and other staff treated them with dignity and respect and that they had no concerns regarding how staff treat them.

Pupils were clear that bullying is not an issue and no such incidents were evident at the inspection.

Pupils confirmed their awareness of certain 'key' procedures in the school and raised no complaints about their care when asked.

The school was adequately staffed and most of the staff team have substantial experience of working with children with special needs.

There was evidence of staff training and supervision and staff interviewed confirmed their satisfaction in these areas.

The schools recruitment and vetting procedures are sound with evidence of appropriate checks being undertaken. The school ensures that staff receive training in Child Protection and that all staff are 'aware' in this area.

The school has regard for health, medical and education matters concerning the pupils, though some recommendations are made regarding Standard 12 (being healthy).

The school is aware of its responsibilities regarding health and safety and a range of written risk assessments and utility test safety certificates were held. Some minor issues were identified under health and safety and recommendations have been made regarding these. It is also important that the school updates its fire risk assessment.

Whilst the premises were not fully inspected on this occasion, certain areas were accessed and evidenced as homely and comfortable. Standards of cleanliness and hygiene were high and with the exception of the need for a cover on a strip light and two radiators that required securing to the wall, no further hazards were evident.

The school has regard for equal opportunity and diversity issues and no discriminatory attitudes or practices were observed at the inspection.

Written feedback from parents was very positive and supportive of the school and comments such as "They are the most fantastic staff and school I have had the pleasure to put my child in, she is so happy she couldn't be any happier", were plentiful. No adverse comments had been received from parents at the time of preparing this report.

The findings of this inspection are that the overall quality rating for this service is **excellent**.

What the school does well:

The school excels in its understanding of and programme provision for pupils with special needs.

Relationships between staff and pupils are of an excellent standard with evidence of nurture, protection and support.

The school facilitates a homely and comfortable pastoral service in which pupils are encouraged to develop, participate and achieve in aspects of school life in a well ordered, caring and non-bullying/threatening environment.

The school has sound Child Protection arrangements and staff are carefully vetted before appointments are made.

The school has regard for health and medical matters and care staff support pupils in their education.

The school ensures staff are appropriately trained and supervised and these areas coupled with the staff teams commitment, competence and experience enable the school to meet its aims and objectives.

What has improved since the last inspection?

The school has addressed any previous recommendations made and will continue to improve on its already existing areas of sound management and practice.

What they could do better:

It is important that the school address the recommendations made regarding medication management training, first aid procedures and epi-pen risk assessments.

There is also a need to be more vigilant regarding the checking for loose radiators in the boarding areas and that a current fire risk assessment is drawn up.

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.

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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.

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

The school has regard for health and medical matters concerning the pupils and ensures that such areas are monitored and reviewed; however some recommendations are made in this section.

EVIDENCE:

There are well-organised systems for managing medication within the school including written guidance for staff on medication administration; this was not inspected on this occasion.

A named member of staff who provides links to training and staff development in respect of health matters oversees the health needs of pupils. There was a training plan for a variety of areas to do with health and names of people who were to attend these sessions were logged. There is a list of staff that have undertaken medication training and a list of dates for those who are to attend. The Skills for Care website has detail of standards of training that should be in place for staff administering medication in adult care homes. As this would also be relevant for staff administering medication to children it is suggested that the management check their training covers all of the relevant aspects noted in this guidance.

The recommendations made by the CSCI Pharmacy Inspector last year were met. For example metal medicine cabinets had been installed which included separate storage for controlled medication. Controlled Drug Registers are also in use.

Risk assessments for the use of some medicines were in place for example risk assessments regarding children holding their own inhalers and epi-pens were available. (Epi-pens are used by people who are at risk of a severe allergic

reaction to substances such as nuts and wasp stings.) It would be beneficial to ensure risk assessments regarding epi-pens contain an assessment of the risk that a child holding this poses to other children, as there have been cases where children who do not need this have taken an epi-pen, used it and then had an allergic reaction. There was also discussion regarding the use of a fairly new drug buccal medazolam. This oral medication is used instead of a rectal medication to assist in controlling an epileptic seizure. There is guidance available regarding this medication on the intranet and consideration should be given to storing this as a controlled drug. During the site visit changes to the storage of this medication were made so no recommendation is made as part of this report.

In addition some changes to paperwork used by the school in relation to medication records was advised such as ensuring that all documentation clearly indicates the dosage given and a list of staff initials and signatures being available. Again, as these issues were rectified during the inspection no recommendation is made regarding these matters.

Health needs are identified at an initial assessment but the paperwork and subsequent care plans do not always identify how these needs have been considered. Details of an example of this were discussed during the inspection this is not referenced as to provide further detail might not ensure a pupil's anonymity. However, the proposed changes to recording, which is reported later in this inspection report, will assist in clearly identifying the need for clear links and reporting of outcomes in this area. Care plans also showed that relevant links with specialist medical services were made when necessary.

As pupils remain in the care of their parents and only attend the 'boarding experience' for some nights during the week full medical histories and records are not necessary. However, links are made in care plans to a pupil's individual health needs and plans include how pupils will develop skills to manage their health needs themselves. This was very evident in the care plans completed by the boarding staff of the school. There are plans to include how pupils will develop skills to self-medicate to enhance this programme further.

Training regarding first aid was evident in the staff training log and training plan. Accident records were inspected. These showed that accident recording is completed for both staff and pupils accidents. Records are kept in accordance with the guidance written on the formatted accident record. The school records and discussions with staff showed that all staff were not aware of legislation which relates to accident recording, such as RIDDOR (The Recording of Diseases and Dangerous Occurrences Regulations). This is necessary to ensure that any accident, which occurs, is dealt with appropriately. The school is therefore advised to ensure that first aid procedures and related procedures and legislation are fully understood and implemented appropriately by all staff.

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, 8, 10, 26 and 27.

Whilst some recommendations are made in this section, the school has positive regard for matters of privacy, confidentiality and keeping pupils safe in a caring, nurturing and non-bullying environment. The school has further regard for Child Protection and the implementation of staff training in this area. Behaviour management and control is very well managed and relationships between staff and children have been developed and maintained to an excellent standard.

Areas of Health and Safety are well managed, though some shortfalls were identified.

The schools recruitment and vetting procedures are sound.

EVIDENCE:

The school has a policy regarding privacy and confidentiality; however the policy needs to be expanded to cover all of the areas detailed in Standard 3.2, (i-vii) of the National Minimum Standards for Residential Special Schools. A recommendation will be made regarding this.

Pupils were observed to have adequate degrees of privacy and autonomy commensurate to their age and level of ability/understanding. Pupils stated in discussion that they are afforded privacy during aspects/routines of daily living and were confident staff would keep certain information about them in a confidential manner.

Appropriate records are securely held.

Toilet and bathing facilities afford privacy and have door locks that can be opened by staff from the outside in case of emergency.

Telephones are available to pupils in the boarding areas; however it was noted that most pupils have cell phones of which they have possession 'out of classroom' time.

Pupils have lockable metal cabinets in which they can keep treasured possessions.

The school has a written complaint procedure; which includes the contact details of the CSCI Surrey Local Office. There is a simplified version of the complaint procedure, of which pupils were aware and this information is prominently displayed at various locations throughout the school.

There is comprehensive 'whistle blowing' policy, which staff interviewed stated they would be prepared to use should a situation warrant it.

The school has a 'serious' complaint book, which was available and evidenced that no 'serious complaints had been received.

Complaint books to record less serious matters are held on the individual boarding units. One complaint was recorded in 'Pegasus' house. The complaint record evidenced the action taken and an outcome.

Staff stated in discussion they were aware of the complaint procedure and where it could be accessed.

Pupils stated that they had no complaints about the way staff treat them or about life in the school.

The school has an internal policy and procedure regarding Child Protection. The policy is detailed; however it needs to be expanded to include the details listed in Appendix 1 (1) & (4) of the National Minimum Standards for Boarding Schools to state " *A requirement for referral within 24 hours of allegations or suspicions of abuse or other actual or likely significant harm to a child to the local Social Services Department Child Protection Team*" and " *The prompt notification of the initiation and any outcome of any child protection enquiries involving the school to The Commission for Social Care Inspection*". A recommendation will be made regarding this.

In addition the school holds the revised version (2005) of the Surrey County Council Multi-Agency Child Protection procedures and the Education Department Child Protection guidelines for schools.

The school has two Child Protection Liaison Officers. The Child Protection Officer interviewed stated she had received the Surrey County Council Multi-Agency Child Protection training in 2004 and this was evidenced by certification at the inspection.

Staff confirmed in discussion that they had received Child Protection training and a newly appointed member of staff stated she was due to receive such training in the near future.

Child Protection is also covered during staff induction and as part of NVQ level 3 training.

The school's Child Protection Liaison Officer stated in discussion that there were no current Child Protection issues at the school; however it was noted that the school made a referral to the local Child Protection Team on 2nd May 2006, without notification to the CSCI Surrey Local Office. It is important that such notifications are made and a recommendation will be made regarding this.

'Child-line' and other helpline/advice contact details are displayed at prominent locations throughout the school.

Staff were aware of the schools Child Protection procedures and of the reporting/referral process regarding allegations or suspicions of abuse. Pupils stated in discussion that staff always treated them with dignity and respect and that they had no concerns regarding the way staff treated them.

The school has an anti-bullying policy and procedure and an anti-bullying charter. This information is prominently displayed throughout the school and pupils confirmed their awareness of and recognised the importance of this information.

Pupils stated that bullying does not occur in the school and that staff would promptly challenge and deal with any such matters should they arise.

Pupils were observed to interact and engage with each other in a positive, friendly and caring manner and no bullying/intimidating behaviour was evident during the inspection. Pupils also stated that no one is 'picked on' or 'teased' because of their colour, race, physical size or gender.

During football practice pupils were observed to play fair in a non-aggressive manner having regard for their peers differing levels of fitness and ability. It was noted that all but one of the participants were 'girls' and the school is to be commended for encouraging gender diversity in this activity.

The school has a policy and procedure regarding 'absence of a child without authority'.

Staff reported that absconding is not an issue and pupils stated, "no one runs away because it's a good place to be and the staff are nice".

The school has a behaviour management policy, which includes a physical contact policy, touching and holding guidelines and the use of physical intervention for staff working with children and adults with 'autism'.

Behaviour management is monitored verbally within the staff team via staff briefings, departmental meetings, case reviews, senior management reviews,

and meetings with parents and discussion with the chair of governors. In addition behaviour management is monitored in writing by written individual observations, care staff diaries, head of care files, letters to parents and annual reviews.

The general ethos of 'care and control' is discussed and agreed with parents at the pupil's pre-admission interview.

Permitted and non-permitted sanctions are held in writing and are available to staff.

The schools sanction records were available and evidenced that since the last inspection one sanction had been administered in 'Moonlight House', three in 'Pegasus House and one in 'Junior House'. Sanctions were clearly recorded and shown that only permitted sanctions are used. Staff confirmed this during interview and pupils in discussion further confirmed these arrangements. Pupils also thought that sanctions are fairly administered.

The school does not use physical intervention/restraint and staff and pupils confirmed this during discussion/interviews.

Relationships between staff and pupils were observed to be very positive. Staff were pro-active at engaging, interacting and communicating with pupils. Their approach and practice towards pupils was friendly, caring, sensitive and diligent with clear setting of boundaries to which pupils responded favourably. Pupils were observed to be settled and relaxed in their boarding houses and participated in activities enthusiastically, responding well to staff instructions and guidance.

Supervision of pupils was close without been intrusive.

The school has an active pupils council, which meets fortnightly. There was evidence of participation and action resulting from council decisions including fundraising, cake days, selling 'apples', Christmas cards, calendars, toys and holding 'hair and 'mufty' days.

Minutes of previous school council were available and the meeting attended at the inspection evidenced interest and enthusiasm from the pupil members. The meeting was well facilitated by the member of staff responsible for the pupils council.

None of the pupils were observed to pose problems in terms of behaviour management or control; however one new pupil needed to be escorted from the dining room due to unacceptable behaviour.

This was the only incident witnessed at the inspection and was in the inspectors view appropriate and necessary in the circumstances.

The school had a 'Health & Safety' policy and the Health & Safety 'Law' poster was prominently displayed.

It was evidenced via documentation that the school had a health and safety audit on 25th July 2006 and maintenance reports on the premises were available.

The school had a range of written risk assessments covering the boarding houses, grounds, equipment, asbestos, activities and hazardous substances,

which were stored in locked cupboards. In addition written risk assessments on individual pupils were also held.

There were current safety certificates for the testing of gas, boiler, portable electrical appliances, legionella, water temperatures and electrical systems. The school held a written fire risk assessment. However the risk assessment was dated 2002. This needs to be reviewed and updated and a recommendation will be made regarding this.

There was documented evidence of current fire equipment and lighting tests and written records showed that fire alarm tests and evacuation drills are held on a weekly and half term basis respectively.

The schools 'Estates Manager' evidenced he had received health and safety training in November 2003 and on 17th June 2005. He also verbally confirmed he had received 'internal' Child Protection training in 2005.

During a tour of the boarding houses it was noted that there were two loose radiators in a bedroom in 'Pegasus' house and an uncovered 'strip light in 'Junior' house. It is important that the radiators are secured to the wall and that a cover is fitted to the strip light. Recommendations will be made regarding these matters.

No other potential safety hazards were evident in the areas accessed at the inspection.

Accident records were held; however it was noted that one accident involving cleaning fluid was not reported under 'R.I.D.D.O.R.' or was it evidenced that the member of staff had been asked to attend Hospital. A recommendation that such accidents are reported under the above and that an offer of attendance at Hospital for staff in such circumstances will be made.

The school has the Surrey County council 'Recruitment' procedures.

In addition the school also holds an Equal Opportunities and Anti-Racism policy and a procedure for the arrangements for regulating, accompanying and vetting visitors at the school.

Visitors to the school are provided with a school I/D card, which is returned on departure from the premises.

The schools recruitment and vetting procedures were evidenced as sound. A sample of three of the most recently appointed staff files were inspected. The files held an abundance of information and details required by Standard 27.2 of the National Minimum Standards for Residential Special Schools, including current Criminal Record Bureau checks.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12 and 22

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

Boarding staff encourage and assist pupils in education and learning activities and liaise with teaching staff on a regular basis.

Pupils are closely supported by their 'key' workers and other staff, who monitor and review the progress of each child.

EVIDENCE:

There are clear links in care plans to how children are supported in accessing learning throughout the day and during the boarding experience. This title in itself promotes a positive image of the residential aspect of the school. Pupils and staff made links of how pupils' education was promoted after school and the specialist support staff ensured they were available to pupils after school so this enhanced their ability to learn and grow. This is therefore seen as a very positive aspect of the school provision, which provides pupils with foundation skills that enhance their ability to learn.

Pupils have 'key' workers who are responsible liaison with parents and relevant professionals and agencies involved in the welfare of the pupils.

There was ample evidence via observations and documentation that pupils are closely supported by staff and pupils interviewed stated that staff "do a lot for us" and that they "always help you out if you have a problem or are upset about anything".

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, 17 and 20.

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

Pupils are encouraged to make decisions commensurate to their age and individual level of development and contribute to the life at the school via a range of forums.

The staff have developed and maintained relationships with pupils to an excellent standard.

EVIDENCE:

There was good evidence that consultation formed a central part of the operation of the school. Pupils, their parents and staff said they considered the school consulted well with them on all levels. This practice supports two of the school's underpinning value statements which, are 'pupils first' and 'build the roots and develop the wings'.

There is a school council to which pupils are voted by other pupils. Issues are brought to the school council by pupils and the school staff to consider.

Minutes of the meetings held were available.

A school council meeting was attended by one of the inspectors. Pupils were attentive throughout and discussed matters in a responsible way. The meeting being well chaired and facilitated by a member of staff.

The addition of visual aids around the school such as a pictorial menu assisted pupils in deciding what they would like for dinner without the support of another person. Placed beside the written menu this also supported pupils' developing reading skills. It was well used by pupils on the day of inspection. There are also individual visual aids developed which assist pupils in developing independence skills.

On pupils files there was evidence that pupils' parents and other relevant professionals views about the placement were sought prior to review.

This aspect of the operation of the school is to be commended.

The school has several files in use for each pupil, which contained both current and historic information. This did not assist in understanding what information related to a pupil at any given time or, which document was in use. This could result in information or issues not being assessed adequately. There was some indication in files that this occurred. There was discussion during the two-day site visit regarding how the school might decide to change their care planning and recording practices to more accurately reflect the work and planning that is in place. These discussions were taken seriously by the staff who produced a sample of proposed filing whereby current records and historic records would be separate. The Heads of Care also confirmed that they would develop guidance regarding what records need to be kept, where these should be records should contain.

Relationships between staff and children were observed to be of an excellent standard with evidence of mutual trust and respect. The staff are to be commended for their inputs here.

There was evidence that the school had and used to support plans for an individual education plans, such as Individual Education Plans (IEP). The management also used a residential needs matrix to assess what a pupil's needs when they arrived at the school might be. At reviews a pupil's achievements were recognised and celebrated.

Where a pupil is admitted without a full assessment as an emergency admission the school should develop a simplified care plan, which takes into account their initial needs and identifies how to minimise any risk. Again whilst this is completed verbally a written plan should be available. Staff confirmed that very rarely was such admissions made and would in future ensure a care plan was developed. Therefore no recommendation is made.

Therefore whilst there is some need to develop the recording of how pupils' care is undertaken there is evidence that appropriate planning is undertaken to meet individual pupils' needs.

Parents and pupils confirmed this view.

Files contained evidence that parents and pupils were kept informed about events and successes of the school. There are systems in place at the school to support contact with home, such as a Family Link Worker and parents' forum. There was evidence during the inspection that staff have skills in working with children and families and the provision of an on site speech and language therapist who works closely with pupils as well as staff and families promotes good contact.

Pupils confirmed in discussion that they contact their parents or significant others and parents stated in their questionnaires that they were satisfied with the contact and visiting arrangements at the school.

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):

No judgement made.

EVIDENCE:

This section does not form part of the 'key' standards and therefore was not assessed at 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, 19, 28, 30, 31, 32 and 33.

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

The school is organised and managed in a sound and professional way and affords an excellent standard of care to the pupils.

The school management have regard for the supervision and training of staff and have further regard for equal opportunity, diversity issues and anti-discriminatory practices.

The conduct of the school is monitored by sound internal and external quality assurance systems.

EVIDENCE:

The school has an overall statement of purpose which is supplemented by a boarding statement of purpose which clarifies what benefits the school proposes are given by a pupil boarding at the school. Boarding is given a

positive connotation from the beginning by being described as the 'boarding experience'. Together with the school's prospectus these documents contain the information required by Standard 1. The Head Teacher confirmed that they continued to have discussions with Surrey County Council regarding the types of need that the school catered for. There was no indication during the inspection that any pupil's need was not catered for by the operation of the school and the school demonstrated it was able to provide good care both to individuals and groups. Pupils, their parents' and staff confirmed this view. All of the people who spoke to inspectors spoke about a strong school community of which they were all proud.

The Heads of Care said they were developing the Children's Guide so this is more child focused and user friendly. This will be reviewed at future inspections. The Heads of Care confirmed that pupils would be assisting in developing this.

Records required to be kept in respect of adults and children were in accordance with those stated in Standard 19 General School Records and the management were aware of the timescales for which each needed to be retained.

Ensuring there are adequate numbers of staff on duty is well managed. Staff gave examples of how on a daily basis they reviewed staffing levels and ensured these met the individual needs of the group and individual pupil. Examples of how changes to staffing levels had been made when a pupil's needs changed were provided. At no times during the days of the site visit were inappropriate staffing levels seen to be in place and staff confirmed in discussion that this usually the case.

Pupils were very pleased with the support staff provided to them. Some said they considered this was the best thing about the school.

There are systems in place to check that staff have the necessary skills to meet pupils' needs for example Heads of Care check the general skills mix and an allocated member of staff reviews how pupils' health needs are met. In addition Heads of Care confirmed that discussions about any skills needed were discussed during supervision.

There is good continuity of staff, which is reflected by the numbers of staff who remain working at the school and the numbers of staff who apply to work at the school when a job is advertised. The school management team also reported they found the changes to staffing hours, whereby care staff worked part of their day in school had increased their ability to understand and promote pupil's wellbeing and development.

The school is very aware that there is difficulty in attracting a diverse group of workers in the area where the school is located. Therefore has taken steps to ensure that pupils come into contact with people from differing ethnicity and backgrounds through both national and international links with appropriate organisations.

Staff supervision was considered to be very good by staff. Staff stated they felt the management team were open and supportive of their needs. There was some evidence that most care staff had written supervision notes which addresses the issues listed in Standard 30.4 such as staff development, methods of working with children and feedback on performance. Other support mechanisms were being developed for example a buddy programme between Surrey County Council Residential Special Schools has been started and in addition Heads of Care meetings are being held. However, it was not evident that all staff working at the school including ancillary staff received supervision in line with Standard 30.1. In addition whilst teaching staff receive appraisal this was considered part of the supervision process for other staff. The school is advised to review how all aspects of Standard 30 are incorporated into the school's practices.

Care staff meetings are held weekly on a Friday and whole school meetings are held as regularly as possible. There was evidence that care issues were seen as a training need for all staff, for example all staff were completing first aid training.

Both Heads of Care have extensive experience in working at the school and in addition are completing their NVQ level 4 awards in Child Care and management. Shift leaders also had satisfactory levels of qualifications and experience.

The school has continued to work towards 80% of staff being trained to NVQ level in Caring for children and young people or an equivalent qualification. There have been some difficulties with the agency providing the support for the qualification, which the school management team have managed but have resulted in a slower programme of qualification than anticipated. Changes have been made to resolve these issues. The school has an ethos of supporting staff gaining external qualifications and has put budgets aside to ensure non-teaching staff are given equal opportunity in development. Whilst there is a deficit in the number of staff being qualified to the right level there was no indication that staff experience, attitudes or skills did not meet the needs of pupils. Staff interviewed confirmed their attendance on a range of training courses and thought the school to be supportive at enabling staff training. Therefore this standard is met.

Organisation of the staff day, including handovers and meetings were considered by all staff to be important aspects of the school day to ensure they understood individual needs etc. There were also a range of processes, such as meeting and greeting pupils when they arrived at the school which assisted

further in ensuring staff had up to the minute information about any issue, concern or positive event that might affect a pupil.

Therefore the staffing arrangements for the school were found to promote the well-being and protection of pupils.

The Management team were able to demonstrate that there were clear monitoring systems in place at the school. The Chair of Governors provided excellent information regarding their role particular role, and the role of the governors in general, which took into account their need to support yet question the school management. They also recognised their need to keep up to date with policies, procedures and research in order to assist the school in developing and monitor the practices in place. The school also used outside agencies to assess their practices which showed an open approach to constructive criticism that protects children and young people attending the school. The Chair of Governors gave in-depth knowledge about the school and demonstrated a high regard for making the school a place, which put each individual pupil at the heart of its practice.

The management team were complimentary about the standard of monitoring that takes place at the half termly visits. The format for recording these visits had changed in the last few months and not only linked to the five outcomes within the government initiative 'Every Child Matters' but also to how the school meets the National Minimum Standards for Residential Special Schools. Reports were clear and assisted the school in looking at what went well as well as where there might be a need for development.

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	2
15	X

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

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

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

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

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

No

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	That the school is advised to ensure that first aid procedures are known and implemented by all staff.	10/12/06
2	RS14	The schools management should check that the medication management training given to staff concurs with the subjects provided in nationally recognised medication detailed in the 'skills for care' website.	10/12/06
3	RS14	It would be beneficial to ensure risk assessments regarding epi-pens contain an assessment of the risk that a child holding this poses to other pupils.	30/11/06
4	RS26	That the strip light in Junior House is fitted with a cover and the two loose radiators in Moonlight House are secured to the wall.	30/11/06
5	RS26	That the school updates its fire risk assessment and reviews this every year.	30/11/06
6	RS30	That the school is advised to review how all aspects of Standard 30 are incorporated into the schools practices.	30/11/06

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