



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

More House School

**Moons Hill
Frensham
Farnham
Surrey
GU10 3AP**

Lead Inspector
Kerry Fell

Key Announced Inspection
2nd October 2006 09:30

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	More House School
Address	Moons Hill Frensham Farnham Surrey GU10 3AP
Telephone number	01252 792303
Fax number	01252 797601
Email address	schooloffice@morehouseschool.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Gard`ner Memorial Limited
Name of Head	Mr Barry Huggett
Name of Head of Care	Mrs Sue Shaw
Age range of residential pupils	9 to 18
Date of last welfare inspection	22/11/06

Brief Description of the School:

More House School is an independent Catholic school occupying a large self-contained site in a rural setting on the Borders of Frensham Common. It is open to boys of any or no faith, aged 9 to 16 with a developing sixth form available to post 16 boys.

The school accommodates boys with learning difficulties with associated speech or language based problems. Day places and full or weekly boarding places are available.

Boarding facilities are split between the juniors in Main House and the seniors in St Anthony's.

The Main House, located on the first floor of the main school building, is split into five dormitories, the largest accommodating nine Boarders and the smallest two Boarders.

The senior Boarders are accommodated in a separate building with the majority of the rooms accommodating two or three Boarders, with a small number of singles.

SUMMARY

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

This was the key inspection for the inspection year 2006/2007. The inspection was undertaken by Mrs Kerry Fell and took 9 hours 30 minutes to complete.

The inspector reviewed policies and procedures, sanctions, incident, restraint and complaint logs, pupil records and met with the Bursar to discuss health and safety. The inspector took an evening meal with the pupils, and met with pupils and observed after school activities. The inspector also met and spoke to the boarding staff team.

What the school does well:

The health needs of pupils are identified and met. Pupils were able to access a school councillor, and the provision of education with regard to sexual health, drugs and alcohol awareness although covered by PSHE, was also covered as part of the "healthy schools" government campaign which the school was taking part in.

Policies, procedures and practice with regard to child protection, the absence of a pupil, prevention of bullying, complaints, the maintenance of privacy and confidentiality, and health and safety promote the pupils' welfare. The school exceeds the national minimum standards with regard to the prevention of the management of behaviour, and that management of health and safety.

The school had introduced the new behaviour through learning programme at the time of the last inspection. The new database was now in place to assist staff and the senior management team to record and monitor the rewards and consequence points given to pupils. The inspector was advised that consequences allocated during the daytime resulted in detention that took place during the school day. No other sanctions were applied.

The inspector was provided with a copy of the schools health, safety, fire and security manual dated 19th January 2006. This was a detailed document that included details of how the school undertook health and safety reviews, who was responsible fire safety etc. The Bursar also continued to hold detailed risk assessments for the school.

The school encourages pupils to make decisions and choices about their lives and the way the school is run. Pupil's needs were assessed and educational and boarding plans identified goals to support the pupils to meet these needs. Contact with parents and carers is supported.

The school supports educational progress and individual support, through the practice of staff and the monitoring of data collected by the "behaviour through

learning" database. Staff were aware of pupils' individual support needs, and some staff spoken to demonstrated a keen understanding of their boarding group's characteristics, interests and personalities. Senior pupils also acted as mentors to junior pupils both educationally and socially.

The school is appropriately managed and conducted in a manner that provides a safe environment for boarding pupils. A detailed statement of purpose is made available to parents and pupils. The staff team meet the needs of the pupils.

What has improved since the last inspection?

Recommendations made at the last inspection were met.

The medical centre had been extended since the last inspection to include a two bed sick room attached to the nurses room. This was in use at the time of the inspection.

Please also see comments above about the "behaviour through learning" policy.

What they could do better:

Evidence was available to demonstrate that the school applied for CRB checks were in a timely fashion, however, one CRB application had been returned and the school were still waiting for the CRB disclosure. Evidence was available to demonstrate that the school had chased up the disclosure with the Criminal Records Bureau.

Although the inspectors appreciated the difficult situation that the school was in following the delay in receipt of one member of staff's CRB check, the school must ensure that these are in place before staff commence employment.

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,

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

The health needs of pupils are identified and met.

EVIDENCE:

An updated first aid and administration of medication policy and procedure document was available dated April 2006. This document identified care staff that were trained and authorised to administer medication, and it included a policy, inline with the National Minimum standards for Residential Special Schools, on how staff should administer medication. This document also included clarity as to how medication administration records should be completed.

The first aid and administration of medicines policy also included a clear statement about how the school would support pupils, where appropriate to manage their own medication. The policy detailed that the school nurse would monitor how the pupil was taking their medication, and that the school nurse would liaise with the head of boarding before agreeing for any pupil to self medicate.

Guidance was also available on how to support pupils who had diabetes, epilepsy or asthma.

The inspector was provided with a list of staff that had been trained in emergency first aid.

The inspector met with the nursing staff during the inspection. The medical centre had been extended since the last inspection to include a two bed sick room attached to the nurses room. This was in use at the time of the inspection.

The school's policy continued to be that medication is put into dosing boxes, and those observed had an original pharmacy label attached. The inspector was able to evidence during the inspection that practice within the school was sound and records enabled the medication to be audited. The CSCI were satisfied that the school had an effective medication procedure, however the school would be advised to keep the use of dosing boxes under review in line with guidance on current best practice.

The inspector again observed that the medication administration sheets were neat and orderly and colour coded to the dosing boxes; dependent upon the time of day that the medication was administered. It was noted that these records were not for individual pupils. The school would be advised to ensure that these records conform to current good practice in relation to data protection.

The nursing staff confirmed that staff attending outings were trained and the inspector was advised that nursing staff would meet with them prior to handing over the medication.

Pupils were able to access a school councillor, and the provision of education with regard to sexual health, drugs and alcohol awareness although covered by PSHE, was also covered as part of the "healthy schools" government campaign which the school was taking part in. As part of this campaign the school was in the process of arranging speakers to come and talk to the pupils on different personal and social health topics.

The nursing staff also confirmed that, where appropriate, boarding staff would discuss issues with pupils, and examples were given of how the staff would prompt discussions with sixth form pupils in their peer groups.

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):

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

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

Policies, procedures and practice with regard to child protection, the absence of a pupil, prevention of bullying, complaints, the maintenance of privacy and confidentiality, and health and safety promote the pupils' welfare. The school exceeds the national minimum standards with regard to the prevention of the management of behaviour, and that management of health and safety. Although the school's recruitment and vetting policies were sound, a requirement was made.

EVIDENCE:

The School continued to have an awareness of data protection and human rights. Confidentiality was part of the school's daily procedures and new staff were advised of their responsibilities with regard to confidentiality during induction and supervision, and were reminded of this within the school's guidelines for staff and within their terms and conditions.

It was evident that the school's child protection policy had been reviewed in line with the advisory recommendations made at the last inspection. The policy was found to offer better clarity about the expectations of staff and the designated child protection person. No referrals had been made to child protection since the last inspection.

One sanction had been recorded since the last inspection and was observed to have been appropriate to the incident and in line with the school's policies.

The school maintains an incident log that included records of concerns raised with regard to bullying and untoward behaviour. Four incidents had been logged since the last inspection.

The school used incident slips that were attached to the bound log; otherwise the head teacher logged incidents directly into the book. The last incident logged was in September 2006, was with regard to concerns raised by a pupil's parent about them being bullied and having their room disturbed by other pupils. The log details how this incident was dealt with and the outcome for the pupil involved.

The deputy head teacher showed the inspector the new "behaviour through learning" database. The school had introduced the new behaviour through learning programme at the time of the last inspection. The new database was now in place to assist staff and the senior management team to record and monitor the rewards and consequence points given to pupils. The inspector was advised that consequences allocated during the daytime resulted in detention that took place during the school day. No other sanctions were applied.

The inspector observed that a large number of reward points were awarded to pupils, and supported the school's ethos of promoting good behaviour. Pupils were able to receive rewards of special meals, books and CD's, and "surprise rewards" for gaining certain numbers of reward points.

The school council had critiqued the system during the summer term and changes had been made as a result of their comments.

The information from this system were shared with staff during meetings, and heads of year collected print outs for pupils on a daily basis and met with the pupils to discuss consequences that they had received the previous day.

A policy with regard to behaviour for learning was made available to the inspector. This policy clearly identified how reward points would be awarded and that an accumulation of award points would result in a reward being given. Rewards were also recorded within homework diaries and would be acknowledged in school assemblies.

The policy clearly detailed how consequence would be applied in an increasing grading C1-C3 as a result of ignoring verbal requests to change their behaviour, continuing to behave poorly, and serious misconduct. The system was a positive tool, and allowed for clear data analysis. The CSCI would support the ongoing development and use of this tool.

The procedures for the positive management and monitoring of pupil's behaviour through the "behaviour through learning" programme exceed the national minimum standards.

The inspector was advised that some concerns had been raised by parents about bullying incidents, and the inspector was advised of a recent situation that had been resolved by the Head teacher following discussions with the pupils involved. Evidence from the school's "behaviour through learning" database and from conversations with the pupils and staff suggested that bullying was a rare occurrence within the school.

The school's policy on bullying was made available during the inspection. This document had been reviewed in January 2006. The policy continued to include a definition of bullying, and gave staff guidelines on how to respond to bullying, recognising that bullying should be discussed as part of the school's preparation for life and PSHE and RE lessons. The policy identified that the school would take a "no blame" approach to countering bullying. The policy stated that if appropriate, a discussion forum would be set up with a selected group of peers that included the alleged bully, and the group would be asked if they were aware that the victim was unhappy, and would be advised how the victim was feeling. Actions would then be agreed with the group as to how the pupil could be supported. Staff would then monitor how the group were relating to the victim of bullying and how the pupil was feeling themselves.

The policy detailed that counselling support was available where a pupil was identified as being at high risk of becoming a victim of bullying, and that speech and language therapy and social skills sessions were also available within the curriculum.

The school's policy was to discuss any suspicions or concerns about bullying during the morning staff meeting.

The inspector was advised that the school were working on plans for the forthcoming anti-bullying week.

There were no incidents of a child being absent recorded within the incident log.

The school's policy with regard to physical restraint had been reviewed in February 2006. The school's policy with regard to the use of physical restraint is for restraint to be used rarely and only in circumstances where there are grounds for believing that a pupil is placing themselves or other people in immediate danger or where there was a likelihood of significant damage to property occurring.

As a result the school does not train staff in physical intervention techniques. The inspector was advised that the policy was in line with legislation which allowed teachers to use such force as is reasonable in circumstances where a pupil may need to be prevented from engaging in dangerous acts.

The policy gave clear guidance as to how records of restraint should be completed. No incidents of restraint had been logged since January 2005.

The inspector met with the bursar with regard to the school's management of health and safety. The bursar continued to keep detailed records of the health and safety checks and risk assessments.

The Bursar confirmed that the annual water testing and gas safety checks had been completed and that the annual electrical systems checks had been completed during the summer, but that they were still awaiting the certificates.

The Bursar continued to hold detailed risk assessments for the school. Risk assessments sampled included risk assessments for school activities/trips and for high-risk activities, for example the sponsored walk that took place the Friday before the inspection. All risk assessments had been reviewed with the Bursar.

The inspector was provided with a copy of the school's health, safety, fire and security manual dated 19th January 2006. This was a detailed document that included details of how the school undertook health and safety reviews, who was responsible for fire safety etc.

The school also provided the inspector with a copy of their transport policy dated November 2005.

The school held an emergency response plan, although some elements were not specific, it was a good document that bullet pointed what to do in the event of an emergency/incident occurring at the school or in relation to the school.

The school's management of health and safety continued to exceed the National Minimum Standards for Residential Special Schools.

The school was inspected by Ofsted in May 2006. Ofsted reviewed the personnel files during this inspection and stated that the schools procedures for recruitment were sound.

The inspector reviewed two personnel files for the most recently recruited members of staff. One file was observed to be complete, and contained the relevant references, enhanced CRB check, and copies of qualifications and evidence of identification. One file was observed not to contain a current CRB check. Evidence was available to demonstrate that the CRB check had been applied for in a timely fashion, however, the CRB application had been returned and the school were still waiting for the CRB disclosure. Evidence was available to demonstrate that the school had chased up the disclosure with the Criminal Records Bureau.

Although the inspectors appreciated the difficult situation that the school was in following the delay in receipt of the CRB check for one member of staff, the school must ensure that these are in place before staff commence employment.

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):

12,22

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

The school supports educational progress and individual support, through the practice of staff and the monitoring of data collected by the "behaviour through learning" database.

EVIDENCE:

Conversations with the Head of Care and the Deputy Head teacher confirmed that there were multidisciplinary meetings between staff each day to ensure that information was shared between the boarding team and the educational staff.

The "behaviour through learning" database could also be accessed by the Head of Care, which enabled them to monitor homework being set by the teaching staff in order to prompt and support the pupils to complete their homework each evening. This database was also used to identify where any pupil may be having specific difficulty and therefore could be discussed with staff during the morning meeting to enable staff to offer additional support.

The school promotes the spiritual, moral and cultural aspects of a pupil's life through both the school curriculum, after school activities, and the boarding provision.

The school's chaplain was available to offer support to pupils, in addition to the use of tutoring and mentoring systems. Sixth form pupils continued to act as assistants to younger year groups.

Pupils confirmed that they were able to approach the staff to raise concerns, and pupils were seen to be approaching the nursing staff for support and advice.

Staff were aware of pupils' individual support needs, and some staff spoken to demonstrated a keen understanding of their boarding group's characteristics, interests and personalities. Senior pupils also acted as mentors to junior pupils both educationally and socially.

The inspector attended the boarding staff handover meeting, where staff were able to discuss and raise any concerns or issues that needed to be discussed with individual pupils.

Application and assessment documentation observed on pupil's files evidenced how the school identified individual needs and how the staff should support the pupil.

It was also noteworthy that Ofsted described the school as offering "excellent" provision for pupils' religious, cultural and social needs following the inspection in June 2006.

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):

2,17,20

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

The school encourages pupils to make decisions and choices about their lives and the way the school is run. Pupil's needs were assessed and educational and boarding plans identified goals to support the pupils to meet these needs. Contact with parents and carers is supported.

EVIDENCE:

Evidence of how pupils were consulted was displayed throughout the school, for example the most recent results of the food committee were on display in the entrance hall. Pupils had also been consulted about the "behaviour through learning" programme.

Boarders confirmed that they could approach staff if they had any concerns and felt that staff listened to them.

Pupil reviews were taking place during the inspection and relatives and pupils were supported to be involved in the process.

Boarders were able to voice their opinions during the boarding house meetings. The inspector was also advised that staff maintain regular contact with relatives.

The inspector observed pupils making decisions about evening activities that they wished to take part in.

Good placement plans continued to be in place for each pupil. Key worker files for pupils who had been at the school for some time were observed to contain clearer information about both educational and pastoral/social goals for the term, and sections of reviews of these had been included. These also evidenced how the key worker consulted the pupil about their progress.

The school held the information required by standard 17 of the National Minimum Standards for Residential Special Schools in a number of different records. Educational records, admission assessments and, where appropriate, Statements of Special Educational Need were on the pupil's file in the head masters office, other personal information, for example contact details, was held in the main school office. This information and other records were available to the key workers when setting up their files. It was also evident that a range of professionals were involved in the assessment of pupils making application to attend the school, and relatives completed information about the needs of the pupil.

A discussion took place during the inspection about bringing more of this information together in the key worker file where pupils had been newly admitted to the school, and therefore would provide staff with a more easily accessible record when they began to support the pupil. The inspector was provided with a copy of a pro-forma document to do this the morning following the inspection.

Records of contact between pupils and their parents were available. Some pupils had mobile telephones, but telephones were available to pupils.

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):

None of these standards were assessed at this inspection.

EVIDENCE:

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):

1,28,29,31,32

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

The school is appropriately managed and conducted in a manner that provides a safe environment for boarding pupils. A detailed statement of purpose is made available to parents and pupils. The staff team meet the needs of the pupils.

EVIDENCE:

The school has a clear and detailed statement of purpose. Pupils were provided with a school prospectus prior to joining the school. Information was also displayed throughout the school that gave guidance about making complaints, countering bullying, and expected behaviour.

Information about the school and boarding was also available on the school's website.

At the time of the inspection staffing levels were meeting the needs of the pupils.

Pupils felt that they were adequately supported. Observations evidenced positive and relaxed relationships between staff and pupils, and both parties were listening and responding to each other well.

The inspector was advised that boarding staff were now registered to complete foundation training, which was equivalent to the NVQ level 3. Where staff had not already commenced the training course, they were registered to commence the course in the New Year.

The school's staff training and development policy dated November 2005, confirmed that new staff would receive induction, as well as the opportunity to be supported by a mentor. The school also had a programme of INSET days throughout the academic year. The autumn term induction included staff training in basic medication administration, and behaviour management, in line with the school's policies and procedures.

The inspector was advised that staff training and development plans were now discussed during the member of staff's appraisal and supervision, and evidence of this was observed during the inspection.

The staff team met during the inspection had a wide range of experience and qualifications. Some members of staff had worked at the years for several years; others had joined the staff team within the last 12 months.

Handover times were built into the beginning and end of the educational day and liaison took place between the multi-disciplinary senior team on a daily basis.

Records of visits by an independent person as detailed under standard 33 of the National Minimum Standards for Residential Special Schools were made available to the inspector. Reports available were observed to contain guidance and recommendations in order for the school to develop in line with the National Minimum Standards for Residential Special Schools. These reports also identified where these recommendations had been acted upon.

Members of the senior management team were responsible for monitoring school records and senior staff member's signatures were observed on a variety of documents. In many cases the head teacher were responsible themselves for maintaining the records.

The head teacher prepares a formal report about the school for the board of governors each term with specific reference made to boarding provision.

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	
Standard No	Score
14	3
15	X

STAYING SAFE	
Standard No	Score
3	3
4	3
5	3
6	3
7	X
8	3
10	4
26	4
27	3

ENJOYING AND ACHIEVING	
Standard No	Score
12	3
13	X
22	3

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	3
9	X
11	X
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	X
21	X
23	X
24	X
25	X

MANAGEMENT	
Standard No	Score
1	3
18	X
19	X
28	3
29	3
30	X
31	3
32	3
33	X

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.	RS27	The school must ensure that CRB disclosures are in place before staff commence employment.	

Commission for Social Care Inspection

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