



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Joseph`s School

**Amlets Lane
Cranleigh
Surrey
GU6 7DH**

Lead Inspector
Ruth Coler

Announced Inspection
2nd November 2006 02:00

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	St Joseph`s School
Address	Amlets Lane Cranleigh Surrey GU6 7DH
Telephone number	01483 272449
Fax number	01483 276003
Email address	office@st.josephscranleigh.surrey.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Arundel & Brighton Diocesan Trust
Name of Head	Mrs Mary Fawcett
Name of Head of Care	Mrs M White- Head of Pastoral Services
Age range of residential pupils	
Date of last welfare inspection	21/06/04

Brief Description of the School:

In the introduction to the school's statement of purpose it states:

St Joseph's is a residential school, which caters for boys and girls. Although primarily residential it also takes day pupils. The school is owned by the Roman Catholic Dioceses of Arundel and Brighton and the Diocesan Trustees and the Trustees of the school. They appoint the Chairman and foundation Governors to the school's Governing Body. The responsibility for the school's Admission's policy and administration rests with the Governors, who exercise this responsibility in partnership with the Head teacher and his staff.

St Joseph's is a school approved by the Secretary of State for Education as a day and residential school for boys and girls aged 7-19 years, who have either a moderate or severe learning difficulty with associated speech and language impairments.

The school is divided into two departments. The first caters for the 7-14 age group and the second for those in the 14-19 age group. The school prospectus and curriculum overviews give full detail of the courses offered in each of these departments."

SUMMARY

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

The site visit took place over two commencing on the 02 November 2006 at 14:00 hours and completing on the 03 November 2006 at 18:00 hours.

Two inspectors, Ruth Coler and Graham Cheney, undertook the inspection. Ruth Coler undertook the first day's inspection alone.

During the site visit records, policies and procedures were inspected and discussions with staff, pupils and the management team were completed. In addition parents, pupils and Surrey County Council's Safeguarding Board were asked for their views about the school. Seven written replies were received from pupils and many more contributed in discussion during the site visit. Several parents supplied their views about the school in questionnaires and one letter from a parent was received.

The school is going through a period of change as they work within the inclusion process. The management team had been pro-active in many areas that required review and or change including policies, procedures and processes this has been recognised within the body of the report.

The inspectors wish to thank everyone for their warm welcome and assistance in completing the inspection.

What the school does well:

Good practice regarding health care plans, records and systems indicated that the health and medical needs of the pupils were being effectively monitored and managed. The school nurse immediately and effectively dealt with one issue raised during the inspection.

Pupils confirmed that staff had a good understanding of confidentiality and privacy they informed the commission that they did not worry about what staff said about them as they thought that staff only said what was needed to keep learners safe and well.

Individual support for pupils was well documented and observations were made of good practice in offering individualised care, members of staff had a good knowledge of the individual needs of different pupils.

Consultation processes within the school had been further developed and staff and pupils were involved in every aspect of the school development plan, this was considered to be very good practice.

What has improved since the last inspection?

The Commission carried out a complaint inspection in 2005 that was partially upheld, the outcome for pupils is that any complaints and or concerns are managed appropriately.

What they could do better:

Insufficient evidence was found to confirm that all the welfare needs of the pupils were being met. For example one welfare plan identified a pupil whose food intake and special diet required monitoring evidence was not located to confirm that this had been done. A recommendation was made to ensure that records show how identified care/welfare outcomes were being monitored.

Whilst child protection matters were generally found to be adequate it was recommended that the school make links with Surrey County Council's link worker an Education Link Officer (ELO) to ensure they remain up to date with any changes and manage any changes regarding staff allegations.

Pupils reported that only a little bullying took place and that staff dealt with any matters they brought to their attention. Further work was recommended to further improve the good practice taking place. It was recommended that the school review the policy and procedure to ensure they reflected the good practice taking place and put monitoring systems in place to continue to ensure that this remained the case.

The school was in the process of change and more pupils with challenging and difficult behaviours are being accepted. This resulted in more restraints being carried out than in the past and a wider range of skills being required for members of staff. A recommendation was made that that a review be undertaken of the school's management behaviour policy to ensure the pupil's needs are fully met and that members of staff are sufficiently skilled and trained in dealing with the behaviours presented. A further recommendation was made to increase training regarding behaviour management to all school staff.

The school had systems and procedures in place for the induction of new members of staff, however evidence that these had been implemented effectively was limited. A recommendation was made that prompt action be taken by the school to ensure that systems of induction are formalised with evidence of supervision and appraisal being present.

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. The summary of this inspection report can be made available in other formats on request.

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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)

The Commission considers Standard 14 the key standard to be inspected.

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 this service.

The health needs of pupils are identified and generally met successfully. Some action is necessary to fully meet the necessary standard of health care.

EVIDENCE:

Inspectors spent time looking at a sample of the learners' care/welfare plans. These provided a good level of information about the individual with personal information initially provided by relatives. Consent forms, covering most eventualities such as medical intervention and medication, were also included which were agreed and signed by parents/guardians.

The plans also provided details of the learners' health and welfare needs which were supported by appropriate treatment plans. Daily logs were in place, however there was insufficient evidence that identified outcomes were being monitored and achieved. An example of this was for a learner whose welfare plan identified the need to monitor food intake and special diet. Apart from infrequent weight checks there was no evidence to confirm that this was being monitored. Therefore a recommendation that evidence is recorded to confirm identified care/welfare outcomes are being monitored and met will be made.

There was evidence in the care/welfare plans that annual reviews of the learners were undertaken.

The school nurse takes overall responsibility for overview of the health and medical care needs of learners the school. Evidence of good practice in the form of health care plans, records, systems, policies and procedures and discussion with the school nurse indicated that health and medical needs of learners were being effectively monitored and managed.

Observation and discussion with the school nurse and care staff confirmed that good practice was being followed in respect of the storage, administration and recording of medication. Inspectors did not observe actual practice. Where issues were identified medical staff considered that the communications systems between themselves and residential staff was good.

Inspectors raised concerns over the storage of rectal diazepam especially when taken off site, as it needed to be stored under a certain temperature. The school nurse responded immediately to warn staff of this issue, identifying which learner this applied to. The school nurse who met with inspectors was confident that the systems in place to store, administer and record dangerous drugs at the school was robust, weekly audits were undertaken to ensure that learners were appropriately safeguarded.

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)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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

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

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

The safeguarding of pupils at the school is given a high profile and many aspects are well implemented. Some further action is necessary to ensure all aspects of safeguarding pupils covers all their needs.

EVIDENCE:

The school has a confidentiality and 'search' policy, which were not inspected on this occasion. Pupils said they did not worry that staff chatted about them un-necessarily they thought they said what they needed to other staff to ensure they are safe and well.

Telephones were available and pupils reported you could use these without being overheard. Pupils said for private conversations they could use an office. Staff had a good understanding of confidentiality and practice observed throughout the site visit by all staff upheld pupil's rights to privacy.

The evidence therefore indicates the school supports pupils' privacy and confidentiality well.

There is a formal complaint policy and there is a symbol version for pupils to use. There is also a simplified version for parents in the first instance. The detail in the complaint procedure refers to the NCSC but is to be changed. As the details will change again in April 2007 it is suggested that the school wait until this point before taking any action. No recommendation was made at this time as the school management team had recognised this issue and confirmed they will take action to rectify the matter.

Pupils reported that there was always someone in the school they could contact with concerns and complaints and said they were confident that staff would help them with any worries they had. Pupils gave several examples of when staff had done this during the inspection.

The complaint record book had only one entry in it, which occurred in 2005. The complaint was investigated by CSCI and was partially upheld.

The outcome for pupils is that their complaints and concerns are managed appropriately.

All pupils stated they felt safe at the school; with pupils making comments such as 'Staff and Teachers help to keep me safe'.

Child protection procedures are in place and whilst the latest version of Surrey County Council's child protection procedures were not available these were downloaded during the inspection. Therefore no recommendation regarding this matter was made.

The school management team need to ensure that the changes to Surrey County Council's services and procedures relating to safeguarding children are understood and any necessary changes to the school's own procedures made. There is guidance for staff regarding what support would be available to them should an allegation be made against them.

The Child Protection Assessment Team and Surrey County Council's Safeguarding Board confirmed that they are satisfied with how the school manages child protection concerns. The school is advised to make links with Surrey County Council's link worker, called an Education Liaison Officer (LEO), to ensure they keep updated with any changes and to ensure they manage any

allegation regarding staff in accordance with national and local guidance. These procedures had only recently changed. The Head of Pastoral Services made contact with the (LEO) during the inspection and therefore no further action was recommended.

Child protection minutes were well organised secure and contained a high level of detail including for example all contact made with other agencies.

There was a clear induction programme regarding safeguarding children, which was provided to all staff who work at the school. This included, for example, a talk with the Child Protection Liaison Officer (CPLO).

Therefore whilst some additional actions were considered necessary the system for safeguarding pupils at the school is found to assist in identifying and protecting pupils from harm.

There is an anti-bullying policy and procedures, including a form for pupils to complete if they are being bullied. It would be helpful to extend the policies and procedures further, for example by adding the purpose of the procedure, staff training that will be provided, how the policy will be reviewed.

Pupils said that only a little bullying occurred and that staff dealt with any that they let them know about. Pupils were all able to identify staff they would go to if they were being bullied.

Some action is needed to ensure the policy and procedure to reflect the good practice in place at the school and put monitoring systems in place that ensure this remains the case.

There are policies and procedures relating to children who go missing and these were known by staff. No pupil had gone missing from the school for some years.

The school has the relevant policies and procedures relating to behaviour management. However, consideration should be given to how the needs of pupils attending the school are changing to ensure the policies and procedures adequately address these needs. For example, there were more pupils who display challenging and difficult behaviours. This had resulted in many more restraints being used than in the past and a wider range of staff skills in dealing with behaviours being necessary. The school is strongly advised to review its behaviour management programme within all settings of the school to ensure this fully meets the needs of pupils and that staff are skilled in dealing with the behaviours pupils are presenting. This should be a priority action for the school and be undertaken with another CSCI proposal of a review of the school's statement of purpose.

Pupils reported that they found any sanctions that were given to be fair but as the staff reported not many are given as these usually form part of the behaviour management programme where instead of any sanction being given pupils would not receive rewards for good behaviour.

The Deputy Head of Pastoral Services confirmed that the school was developing the use of positive reinforcement of good behaviour and drawing away from punishing negative behaviours as they considered this was not only more beneficial but more in line with pupil need. Individual behaviour management programmes had been developed for those pupils with behaviours that proved challenging. It is the intention of the school to introduce this to all pupils.

Pupils and their parents considered that the systems of behaviour management in the school were 'ok' and published well.

Recording systems for sanctions and restraints were in accordance with guidance in National Minimum Standards for Residential Special Schools

The Head Teacher took overall responsibility for health and safety in the school, with the support of the bursar. They had taken action to ensure that there were sufficient senior staff trained to whom key responsibilities could be delegated. At the time of the inspection, for example, only one person had responsibility for fire safety, three staff were therefore due to attend fire safety training, to spread this responsibility.

The school had a governors committee responsible for overseeing health and safety and there was evidence that they met on a termly basis.

Health & Safety policies and procedures were in place. Details of required checks, such as electrical and gas safety were in evidence. Risk assessments covering learner activities were in place. Either teachers or carers completed these. Individualised fire safety assessments for learners with specific needs were under development. No recommendation is made regarding this matter as the school has these issues in hand.

Staff recruitment records indicated that all required checks were undertaken prior to permanent staff commencing employment. It was however recommended that the school:

- Revise its application form to include a column asking why candidates had left previous jobs, especially where these were care related positions.
- Request that all applicants supply curriculum vitae to provide greater detail of their career history and experience.

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12 and 22

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

Pupils' enjoyment and achievement is supported by the operation of the school.

EVIDENCE:

The school and education department had close links, which was demonstrated by the planning documents for pupils. Pupils reported that the teaching staff and others supported their educational plans and this was further evidenced by the individualised schooling plans in place for each pupil.

Individual support for pupils is well documented as stated above. Staff on duty were seen to give individualised care for pupils and had good knowledge about the needs of different pupils. The school provided active involvement of pupils in social groups both in and outside of the school, for example, by supporting them to attend facilities and groups in the local community.

There were links to an independent person who attends the school on a regular basis. This person was not seen during the site visit on this occasion. Pupils were aware they could contact a number of people should they wish but said they had never needed to do this. It is suggested that the school consider using this person to support pupils who wish to complain about other services they are involved with where this might be appropriate. The Head of Pastoral Services confirmed the independent person received training in the school's essential policies and procedures including child protection.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2, 17 and 20

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

Pupils are encouraged to make positive contributions to the school. Some action is necessary to ensure these are implemented successfully in all cases.

EVIDENCE:

The school had further developed its consultation processes by adding consultation groups made up of staff and pupils on every aspect of the school development plan. This was considered to be very good practice. It was therefore disappointing to note therefore that the school council meetings had not occurred in recent months. The Head of Pastoral Services stated that they had recognised this issue and were taking action to rectify the matter as soon as possible. Therefore no recommendation regarding this matter was made. If the school council meetings had been in place the system would have been seen as excellent.

Care planning is in place for all pupils at the school and is in development so as to reflect the holistic nature of care being provided; (the education plan and care plan are central to both the pupil whilst at school and during their boarding experience. Please also refer to comments made regarding Standard 14 in the report section 'Being Healthy'. From the comments made in this section the school is advised to check that all of pupils' identified needs are being met within care planning.

Pupils confirmed that contact with their families is promoted well and this was also evidenced in comments received from parents.

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 standards within Achieving Economic Well-being were inspected.

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)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

1, 28, 30, 31 and 32

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

The school is in a time of change and this has contributed to some management systems not fully meeting the necessary level of practice.

EVIDENCE:

There is a statement of purpose for the school, which sets out the detail required in National Minimum Standards, such as admission criteria. The senior management team were in the process of reviewing the statement of purpose as the needs of pupils being referred to the school were differing from those in place in that the pupils being referred have increased numbers of needs. This revision will lead to changes being made to other policies and procedures in the school. The inspection team would highlight the need for the behaviour management policy to be the first such policy to be revised as already the school is catering for a greater number of pupils with increased levels of need. This therefore requires staff to make changes to their implementation of behaviour management policies and procedures that would be best supported by increased emphasis on behaviour management. The conclusion is that the school is making amendments to the statement of purpose to reflect the current needs of pupils being admitted thereby ensuring the operation of the school reflects these needs. The inspectors would comment it is important to ensure that the proposed increased structures to meet pupils' needs are put in place before the new admissions criteria is fully implemented. No recommendation was made regarding this matter as the school is taking action to review this. However, the inspectors would advocate the school take into consideration the comments made above in undertaking this review.

The adequacy of care staffing during the inspection was found to be satisfactory. There were systems in place to ensure that individual children were given staffing in relation to their needs and consideration given to the competencies of staff to meet those needs. To support the increased number of children with more complex needs the school is advised to provide increased training regarding behaviour management throughout the school. The management team were also proposing to make changes to the staffing structure of the school so that there are more specialist staff available within the staff team. The inspectors would support such a move should the decision to change the statement of purpose go ahead.

The school had systems and procedures in place for care staff induction, supervision, development and appraisals. Evidence that these were implemented effectively was limited. It was strongly recommended that prompt action be taken to ensure that systems of induction and staff development are formalised and there is evidence to confirm that supervision and appraisal is provided to all care staff.

The Head of Pastoral Services had the necessary qualifications and experience to meet the criteria set out in Standard 31 of The National Minimum Standards for Residential Special Schools. The Deputy Head of Pastoral Services was also undertaking training to support their management role. There is a need to ensure that the roles and duties of these two staff are not 'spread too thinly' so that their other responsibilities such as staff induction and appraisal are not completed as necessary. A reorganisation of senior staff duties is occurring so as to ensure this occurs. No recommendation was made but the school is further advised to ensure the review of senior management roles and responsibilities is completed.

Staff rotas indicated there was time for them to have handover sessions. Staff had very positive views about liaison with education staff.

The numbers of staff having completed training to NVQ level 3 in Caring for Children and Young People did not reach the standard of 80% quoted within National Minimum Standards. There were a number of staff working towards this qualification and some staff had completed this. Comments from staff were that the school was supportive of their personal development and the attainment of a nationally recognised qualification.

The school management team were aware of the need to consider whether it is necessary to ask a member of staff to stay at home if an allegation regarding their behaviour is made. The evidence from inspection demonstrated this would be given consideration. However, discussion during the inspection showed that this area should be given greater clarification by senior staff. Therefore the adequacy of staffing is found to have some shortfalls, which need to be addressed.

There was evidence that some records were monitored regularly by a senior member of staff, for example records were signed by senior staff to indicate these had been read. However, there were examples where records had not been monitored adequately in order to consider if the necessary action had been taken.

The management team confirmed that they had plans to extend the school's quality assurance systems so that information from records could be used to support the development and monitoring of systems in place. For example, data regarding how many restraints had occurred, where, by whom, which child, location etc. The management team said they planned to collate such data but had not had time to develop this. It was confirmed that this would be seen as a priority for action in the coming term. Inspectors would support such developments. No recommendation was made regarding this matter as the school had already identified this as an area for development. However, the school is asked to ensure that management time is allocated to this work to ensure that it is completed.

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	2
15	X

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

ENJOYING AND ACHIEVING	
Standard No	Score
12	4
13	X
22	4

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

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

MANAGEMENT	
Standard No	Score
1	2
18	X
19	X
28	2
29	X
30	2
31	2
32	2
33	X

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	Records show how identified care/welfare outcomes are being monitored and met.	31/01/07
2	RS5	The school is advised to make links with Surrey County Council's link worker, called an Education Liaison Officer (LEO), to ensure they keep updated with any changes and to ensure they manage any allegation regarding staff in accordance with national and local guidance.	01/01/07
3	RS6	Some action is needed to ensure the school's anti-bullying policy and procedure fully reflects the good practice in place at the school.	31/01/07
4	RS10	A review is undertaken as to whether the school's behaviour management policy fully meets the needs of all pupils and that staff are sufficiently skilled and trained in dealing with the behaviours pupils are presenting.	31/01/07
5	RS27	In respect of staff recruitment the school is advised to: <ul style="list-style-type: none">• Revise its application form to include a column asking why candidates had left previous jobs, especially where these were care related positions.• Request that all applicants supply curriculum vitae to provide greater	31/01/07

		detail of their career history and experience.	
6	RS30	Increased training regarding behaviour management should be provided to all staff throughout the school.	31/03/07
7	RS30	It is strongly recommended that prompt action be taken to ensure that systems of induction and staff development are formalised and there is evidence to confirm that supervision and appraisal is provided to all care staff.	01/01/07

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