



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Farleigh College

**Farleigh College
Newbury Manor
Newbury
Mells, Frome
Somerset
BA11 2AB**

Lead Inspector
Pam Fletcher

Announced Inspection
4th December 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	Farleigh College
Address	Farleigh College Newbury Manor Newbury Mells, Frome Somerset BA11 2AB
Telephone number	01373 814980
Fax number	01373 814984
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Farleigh Education Group
Name of Head	Tony Mulcahy
Name of Head of Care	Acting Head of Care- Peter Foot
Age range of residential pupils	11-18years
Date of last welfare inspection	

Brief Description of the School:

Farleigh College is a co-educational, residential and day school providing education for young people who have been diagnosed as having Asperger Syndrome. Pupils are also considered who may have associated and non-associated conditions.

The school accommodates young people from the ages 11 - 17. At the time of the inspection there were 24 boys and 8 girls as boarders and 7-day boys. The main boarding accommodation is on the same site as the education provision. Boarding at the main school is managed in 4 units, one of which is for girls.

Additional boarding provision had been opened in 2006. This was approximately 5 miles from the school. This was used for older students who were developing independence skills.

SUMMARY

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

Pam Fletcher and Deborah Turner undertook the inspection. It started on December 4th 2006 and was carried out over the course of three days. A forth site visit was made on the 18th December 2006. Pam Fletcher and Fire Officer Loader (Shepton Mallet Fire and Rescue Service) made this visit.

Students were helped in filling in questionnaires by the two inspectors. Two young people gave the inspectors a very good tour of the boarding areas, the school and some of the grounds.

A number of staff were seen, some individually and some in groups. These included catering and domestic staff, senior staff, including the Head Teacher, new staff, experienced care staff and staff who worked in education. Either one or two inspectors attended three meetings.

Written feedback was received from 18 parents/families and 4 members of staff.

Four young people's files were seen and two young people's case records tracked. A numbers of the school policies were read and central records inspected. These included the sanctions log; physical intervention log; incident records; and records relating to child protection concerns.

Both inspectors individually visited the new off-site boarding provision which was approximately 5 miles from the school.

Various meals were eaten with staff and young people.

Deborah Turner inspected records relating to Health and Safety and also spoke to the staff taking responsibility in this area.

The storage and recording arrangements for the administration of medicines was seen in one of the residential areas. Discussion was held with the designated person who takes responsibility in this area.

What the school does well:

The school promoted both the academic attainment and social development of the young people placed there. The emphasis was on a twenty-four hour curriculum and assessing and meeting the needs of young people was carried out on a very individual basis. The majority of parents felt that the school had offered their child a real opportunity to develop their full potential. Comments from parents included "care staff outstanding" "attentive and caring" and "they do a fantastic job."

Staff at the school, supported by the Head Teacher and senior staff managed potentially challenging behaviours very effectively. The approach they used was call 'Non Violent Crisis Intervention'. The emphasis was on using de-escalation, and staff carried this out very well. This was demonstrated by management of some of the high risk behaviours noted on some of the incident records, by staff observed interacting with students and by the high level of support given to care staff by managers.

The records held on young people were comprehensive and provided a clear guide to managing individual needs.

The Head Teacher and senior staff provided good leadership and support to staff. The school had undergone a particularly difficult and challenging term. Staff spoken to felt fully supported and reported being given the help that they needed. This 'open door' approach was observed during the inspection.

The Head's approach in trying to ensure that young people were not stigmatized by their having being diagnosed as having Aspergers Syndrome was very much in evidence. This was reflected in his attitude when discussing the needs of young people.

The approach to managing individual needs was multi skilled. The inspectors observed a meeting where the school counsellor, occupational therapist, speech and language therapist, care staff and education staff were present. The group meets weekly and individual young people's needs were discussed either on a rotational basis or because there were particular concerns that needed more urgent consideration. All views were taken into account and the meeting was very purposeful in planning management and support strategies.

The lunches and suppers eaten at the school were of a good standard. There were plenty and varied salads as well as hot choices. The food provided a nutritional balance. Fruit and snacks were available on residential areas.

What has improved since the last inspection?

The new off-site accommodation had provided a spacious, modern boarding house for older students. This was aesthetically very pleasing and also gave staff and young people the space that they needed in order to meet all identified needs. The facilities available allowed young people to learn independence skills. The process for this had recently been formalised. One comprehensive independent plan was seen.

What they could do better:

The shortage of space in the school is becoming more significant due to an increase in pupil numbers. The only office available space is the Head's room. Recently this had of necessity been used to manage very high-risk behaviours. This leaves senior staff, key workers and pastoral tutors with no designated area to undertake record keeping or to offer young people 'one to one' support. Some young people share rooms, which is far from ideal given their need for personal space.

Privacy was compromised in the girl's area in the main school. The showers in this area were not used as the water temperatures were said to be inconsistent and also because the screen doors though frosted but did not offer full privacy. The storage arrangements for staff belongings and medicines was far from ideal. The storage arrangements on the girls floor posed a trip hazard as the cupboard for medicines contained everything else that needed to be locked away. This was to some extent true in other areas where medicines were stored and administered in quite small areas.

During the inspection arrangements were made for inspectors to use a classroom, due for demolition. Whilst the staff were all helpful and willing to bring records in to be seen, this meant them walking through the school grounds carrying confidential files in the rain. (This was due to lack of space)

Whilst the majority of staff felt that they were given a high level of support a number of staff had not received formal supervision, or had not had it regularly. Catering staff felt unsupported by care and education staff. The most difficult times for them were when young people swore at them during meals.

There was some disparity with regard to the amount of support young people were receiving in preparing themselves for school. Some were observed

getting ready in an orderly manner and being encouraged to have breakfast. Others missed breakfast and some did not have a drink. The Head of Care said that a small number of young people come back into the residential areas to get something to eat after assembly. Consideration might be given to varying what is eaten in order to make breakfast more appealing.

Three families expressed the view that communication between the school and parents could be better.

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):

Quality in this outcome area is **(good)**

This Judgement has been made using available evidence including a visit to this service.

Whilst the environment was clean and well maintained, there needs to be a review of the cramped conditions in some areas in order to fully promote health and well being. Health care needs were identified and services accessed to meet needs.

Young people were provided with healthy nutritious meals. Consideration needs to be given to the ways that young people might be encouraged to eat breakfast.

EVIDENCE:

Health care needs had been identified and health care plans devised. Services had been accessed to meet identified needs. The school had its own full time counsellor who undertook individual work with young people. Good links were made with the psychiatrists involved with young people. It was noted that they were invited to reviews. The school staff had recently been very robust in their approach to accessing the additional psychological services needed for one young person.

Personal health and sex education was included in the school curriculum. In addition care staff contributed. One example was where a member of the care team had been involved in a 'Drug Awareness' group.

Twenty staff had undertaken first aid training and first aiders were available at each shift. First aid boxes were placed around the school. One was checked and items were found to be complete and in date.

Authorisations to the administration of first aid and non-prescribed medicines were held on individual files.

Discussion was had with the nominated person responsible for the policies and protocols relating to medication. Medication records were retained in an orderly manner and included policy documents and information on individual medicines. One young person's medication was tracked. A decision was made during the inspection to decrease the numbers of medicines held. It was advised that a written form, signed by parents, should accompany any medicines brought into the school from home. This was acted upon immediately. It was also advised that where non-prescribed medicines are recorded in a logbook the amount of tablets remaining in stock should be recorded, as the tablets are given. Thereby providing a clearer audit trail. The member of staff involved with medication works hard to ensure that systems are as robust as possible. She had accessed training from a local pharmacist. This training related to specific medicines. It is advised that training in the 'Safe Handling of Medicines' is accessed for at least some of the staff involved in giving out medicines. One young person's medication was refrigerated. Temperatures of the fridge need to be recorded in order to ensure that the medicine can be stored at advised levels. (2°-8°C) Accidents had been recorded.

Staff worked hard to fully meet the needs of the young people. This was compromised by limitations posed by the shortage of space. A number of young people shared rooms and expressed dissatisfaction with these arrangements. In addition where young people needed support from pastoral tutors/key workers there was no private space available.

Meals eaten during the inspection were tasty, varied and nutritious. There were plenty of salads and fruit available. Young people could get fruit and snacks in the residential areas. Young people's views on food were mixed. Those who were not satisfied felt that there should be more chips and sausages. It was pleasing to note that where burgers were served these were 'home made.'

During discussion with catering staff it emerged that at times staff serving meals are sworn at. Whilst it is acknowledged that this may be in part due to young people's social difficulties, consideration might be given to supporting catering staff during mealtimes. The Head Teacher was receptive to this proposal.

Two residential areas were observed during breakfast. Whilst some young people were supported and encouraged to eat breakfast other young people ate nothing and in some cases did not have a drink. The Head of Care said that

some young people return to their residential areas after assembly for something to eat. It is advised that thought be given to varying what is available at breakfast time in order to make it more appealing. Chilled water was available in residential areas.

The school kitchen was inspected and the head of catering spoken to. In addition both inspectors spoke informally to all the catering staff. It was pleasing to see that staff routinely wear the appropriate clothing and protective head wear. All staff had received food hygiene training (certificates not seen).

Each residential area held a kitchenette. It was noted that in one area food had not been covered or date labelled.

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):

Quality in this outcome area is **(good,)**.

This Judgement has been made using available evidence including a visit to this service.

The young people were offered as much privacy as possible, however this was limited by the constraints imposed due to lack of space.

Young people understood how to make a complaint, and complaints were taken seriously and acted upon.

There were policies and procedures in place to offer young people protection from danger, bullying and abuse.

Behaviour was well managed, and there were clear protocols to be followed in relation to measures of control, discipline and the use of physical intervention.

EVIDENCE:

Staff observed were respectful towards young people and combined a high degree of monitoring with the need to offer young people as much privacy as possible. Staff demonstrated an awareness of the need to keep records safely and securely. The school had 'hands free' telephones available should young people need to make a private telephone call. In addition there were pay phones available, though lack of space compromised privacy when making calls.

All young people spoken to were aware of how to make a complaint or raise an issue. They all named at least one person that they would speak to if they were unhappy. The young person's handbook included how to let people know if you had a worry or complaint. The majority of young people felt that staff responded to complaints. A complaints log was held. Nine complaints had been recorded in this log since the previous inspection. Records included name; date; nature of complaint; follow up action and date. Serious complaints had been fully recorded and had been responded to very robustly. Notifications had been made to CSCI. There had been one notifiable event where the Head Teacher acknowledged that CSCI had not been informed. The Head Teacher had monitored complaints and signed records accordingly.

There were clear systems and protocols in place for reporting any child protection concerns. Staff spoken to all reported receiving at least some level of child protection training. This included catering staff and the maintenance team. New staff spoken to demonstrated knowledge of their responsibilities in reporting child protection concerns appropriately. Senior staff had reported to the local 'Safeguarding Board' and to CSCI when a serious complaint had arisen. It was noted on the staff induction pack that child protection was not clearly signed off as having been undertaken. The Head of Care agreed to rectify this omission. The Head Teacher had recently completed level 2 training in multi agency work with Somerset Safeguarding Children's Team. All staff were to be trained to level 1 in 2007.

A small number of young people reported being bullied. The majority of young people spoken to reported being able to approach staff who addressed bullying. The Head Teacher and Head of Care took bullying seriously, and whilst acknowledging that ordinary conversation can be misconstrued as bullying were very aware of the potential for bullying to occur. The Head

Teacher did not want staff to become complacent and to consider that bullying did not occur. The school held an anti bullying policy.

There was a clear reporting protocol in place should young people be absent without authority. Whilst on a number of occasions young people were reported to have been missing in the school grounds there had been no absconsions away from the school. A log is kept for the purpose of recording unauthorised absences. (Not seen at this inspection).

The inspectors were impressed by the management of potentially difficult and high-risk situations caused by some of the behaviours displayed by young people. Good behaviour management plans were seen. These included triggers and strategies for managing behaviours. The school operates a system of behaviour management known as 'Non Violent Crisis Intervention.' The approach emphasised de-escalation, with minimal use of physical intervention. Behaviour management policies reminded staff to 'give child an out' and were not in any way punitive. Staff were observed and a good deal of behaviour management related to the positive relationships that young people had with their carers. The physical intervention log was seen. This recorded names; dates; reason; technique; time; staff; effectiveness; notes and signatures. The majority of interventions had been for a short time. Where there had been a protracted incident that had needed intervention due to the risk of serious harm, senior staff including the Head Teacher were fully involved. The sanctions log was seen. Sanctions were low level and appropriate. Some records did not include the effectiveness of sanctions. The Head Teacher said that this is because in order to monitor behaviour and to look at patterns and trends the effectiveness of sanction is not always possible to determine immediately.

Good behaviour was encouraged by the use of a merit system. Young people could earn merits. These eventually resulted in a voucher being awarded. Staff were observed offering a good deal of praise and encouragement.

The school had just reinstated the use of prefects. A school council meeting was observed. This demonstrated that prefects would be used as mentors and that their role would not give them authority over other young people.

One inspector looked at Health and Safety management both at the main school and at the off-site boarding house.

The health and safety coordinator had a strategic lead in the implementation of the corporate policies, health and safety legislation and good practice guidance. He also took a lead role in monitoring the implementation of any update to policy, procedure and practice in line with health and safety legislation and good practice guidance. The coordinator was a member of the health and safety committee and provided written reports quarterly to the principle on any progress or identified shortfall in relation to the

implementation of safety policy and procedures; both within and outside the school.

Operationally within the school certain health and safety monitoring roles had been delegated, for example fire safety compliance and maintenance/coordination of equipment service and repair.

A range of generic environmental health and safety risk assessments were in place as well as those developed to meet individual specific tasks and events. A uniformed format was being used to record risk assessments. The inspector examined records of servicing and maintenance for equipment and appliances. Fire equipment and appliances had been tested and serviced in line with good practice guidance. Fire alarms and emergency lighting were being regularly tested and serviced by a competent registered provider.

Portable appliance testing had been completed and a full inventory was noted. Hot water outlets to basins, baths and showers were fitted with and controlled by thermostatic mixer valves and the caretaker tested hot water. Records had been kept of water temperatures and the addition of water softeners. The inspector examined records of hot water tests. Electrical installations had been checked on the 8th December 2003.

The health and safety staff handbook was viewed. This held the fire procedure, including lots of information with regard to who should take what action and the need to report defects. The handbook also included the names of the first aiders (twenty in total) available. The full time caretaker/maintenance worker was spoken to. He took responsibility for vehicle maintenance and several other areas of health and safety. Health and safety meetings were held at approximately two monthly intervals. All external contractor visits were reported. The caretaker visited each residential area daily. Care staff reported any defects either verbally or in writing. Some windows in the residential areas were composed of toughened glass. It was noted that window restrictors had been unscrewed in some areas. The school was in the process of replacing with twist locks rather than screws.

The designated fire safety officer was also spoken to. Visual checks had been made to fire safety appliances. A weekly check had been made to the fire panel and one call point. A termly alarm and drill had been carried out. Records were held of alarms going off and the subsequent evacuations. Staff training was carried out annually. A fire risk assessment had been devised for the main school and for the off-site boarding house.

The inspectors noted that the spiral stairs on the girls unit at the main site continues to be the only route out in the event of fire. This concern was followed up by a visit with a Fire Officer on the 18th December 2006. It was his view that as long as the school continues to risk assess fire safety and to ensure staff training in this area, no further measures of an essential nature needed to be undertaken.

Three staff personnel files were seen. The two new employee records were orderly and systematically filed. Each new employee had undergone an

enhanced CRB check. Assurance was given by the Head of Care that there had been no early starters. The anticipated date of the commencement of employment needs to be updated to the actual start date where new employees have to delay starting while waiting for CRB clearance. Applications and work histories were held. Where applicants had previously worked with children or vulnerable adults checks need to be made in line with Standard 27 viii. It was noted on the report that followed the Priory Services inspection visit dated 19th October, that the Head Teacher intended to check staff files to ensure that missing references and qualifications of longstanding staff were rectified.

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):

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

Young people were encouraged and supported to attend school, however thought might be given to encouraging some young people to eat breakfast and prepare themselves more adequately for school.

There were a wide variety of activities going on at the school and young people were encouraged to enjoy new experiences.

The level of support given to the young people at Farleigh College is exceptionally high.

EVIDENCE:

The school is relatively small therefore in general the degree of communication between care and education staff was good. Reviews included representatives from all the professionals involved. Homework was not done in the residential unit, but one student said that support is available should extra schoolwork need to be done. The appointment of two new 'Support' workers who worked across both care and education is further promoting a greater understanding of both social and educational needs. The log -books recording any issues in the boarding areas is photocopied each morning and any relevant information

passed to teachers during their morning meeting. Communication is also promoted by mealtimes, which are shared by young people, care and education staff.

The school offered a variety of after school activities to young people, both individually and in small groups. Activities included the Internet café, games of hide and seek in the grounds, use of quad bikes, swimming and trips further a field such as to the coast. The young women enjoyed shopping and visits to Pizza Hut. A number of young people enjoyed baking. Individual activities included kickboxing and judo.

The level of support given to young people was high. Staff gave support in a number of ways. One example was where a young person was having a difficult day, a member of her care team offered her 'one to one' support and had clearly developed a trusting relationship with her. The school counsellor offered a number of young people individual support on a regular basis. Staff showed a good awareness of young people's non-verbal communication and were sensitive to individual needs. The school had an independent listener whose telephone number was prominently displayed should a young person need to contact someone outside of the school. The young people spoken to frequently named pastoral tutors as people they could approach. Staff observed were professional, kind and caring in approach. Staff put boundaries in place in a very appropriate manner. Young people could approach them and in general appeared relaxed, happy and well supported.

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):

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

Young people's views were valued and they were given the opportunity to make decisions about their lives.

Young people's relationships with staff were good. Staff were respectful of young people's rights.

Admissions were planned according to the needs of the young people coming to the school. Young people were supported in preparation for transition from the school.

Needs were assessed and plans devised to set out how care needs should be met. Contact details were held on plans and parents kept fully informed.

EVIDENCE:

Young people were given the opportunity to have their say in relation to decisions about how the school operates. Young people reported being able to talk to staff. A school council was observed. Young people were elected by their peers to attend the council and to put their views forward. Young people attending took their role seriously and wrote down the views of their peers. The meeting was very democratic with all students listened to in turn. The young people giving a tour of the school said that they were able to personalize their rooms and had some choices. The majority of families reported good levels of contact with staff, however three families felt that communication could be better.

Staff were very respectful in their approach towards young people. Some young people clearly enjoyed having fun and sharing humour with staff. Conversely staff put boundaries in place in an appropriately firm but sensitive manner. Staff demonstrated a good awareness of the individual needs of young people and responded to them accordingly.

All the young people coming to the school were subject to a pre admission assessment. The length of the assessment was dependant on the young person and their needs. As young people moved on towards leaving the school they were encouraged to learn and develop the skills needed to be independent. A very comprehensive independence file had been developed. This identified strengths and weaknesses thereby allowing for planning what support young people needed. The assessment process incorporated numerous areas, which were considered when a 'Social-Emotional Skills and Behaviour Profile Over View' was devised. Examples included 'understanding the views of others' and 'asking for help.'

Four care plans were seen. These plans provided comprehensive information to inform staff of care needs. Plans included a 'Personal Profile', which included likes and dislikes. Some of the information held needed to be dated and signed. Review information included the recorded views of young people and their families.

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):

Quality in this outcome area is **(adequate)**.

This Judgement has been made using available evidence including a visit to this service.

Older students were supported in preparing for transition from the school.

The location and grounds of the school provided sufficient space for young people. Internally the degree of privacy offered to young people is compromised by lack of space.

The school continues to repair any areas that become damaged; however the planned programme of refurbishment to bedrooms needs to be reinstated. Some of the shower arrangements need to be reviewed.

EVIDENCE:

Young people who were due to leave the school in the near future were being encouraged to prepare for transition and to develop independence skills such as cooking and laundry. The arrangements for this had recently been formalised and one independence file was viewed. This provided a comprehensive guide to all areas where support and encouragement were

needed. The new off-site provision offered young people a good opportunity to learn to cook and learn other self care skills. All the young people living in this provision took turns in cooking on a rotational basis.

The school is located in a very rural area and staff provided transport for those students who attended activities in the community. Increased CCTV outside of the main building had enhanced the security of the building. The Head of Care reported good relationship with neighbours, with some young people, accompanied by staff being able to visit a nearby farm.

A small number of bedrooms were seen (as agreed with those young people involved) these had been nicely personalised. Some young people reported having no lockable facilities in their rooms. In addition senior staff said that planned refurbishment to bedrooms was no longer being continued. The option of having a single room was not available to some young people. A high proportion of young people had to share rooms despite having a preference for having their own space. Given the needs of the majority of young people sharing a room is far from ideal. It was reported that approximately 75% of young people shared a room. This meant limited space available for young people to have private activities and visitors (Standard 24.15)

There were mixed views from young people regarding the efficiency of showers. Some were said to have erratic temperatures. The young women reported not using their shower cubicles. The reason given was both lack of privacy and poor water temperature control. Whilst it is acknowledged that the panels over the girl's showers were frosted, they did not offer total privacy. It is advised that shower arrangements are reviewed.

As previously discussed young people had access to a hands free telephone as well as to pay phones. Some payphones were in communal areas and compromised privacy.

Homework is not done in the residential areas. Should a young person need or request desire to study in out of school hours, there were no residential areas to offer the space or privacy needed. One parent felt that there should be more opportunity for older students to study after school.

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):

Quality in this outcome area is **(good)**.

This Judgement has been made using available evidence including a visit to this service.

The school's Statement of Purpose and supplementary policy documents provided a clear guidance to the schools principles and practice for boarding students. The document needs to include all matters described in Standard 1.

Young people's needs and progress was recorded and retained in well-organised files.

There were adequate records retained of the both the staff and young people at the school.

Agreed staffing levels at the school had been maintained. On call arrangements were clear and understood by staff. Staff were well trained and competent in meeting the needs of young people.

The majority of staff had been given a high level of supervision and support. Formal supervision arrangements need to be put into place for some staff.

Staff had been given a good level of leadership from the Head Teacher and senior managers. The governing body had been re-established and was becoming actively involved with the school.

EVIDENCE:

The schools Statement of Purpose and supplementary documents such as the students guide to the school provided a clear statement of the aims and purpose of the school. The statement, having regard to information supplied within the school prospectus, should provide the name of the designated member of staff for child protection.

Four young people's files were seen; these were well organised and informative for staff.

Records included medical details, contact numbers and a log of incidents/accidents. Comprehensive 'Pupil Profile's' had been devised. There were details of assessments and links with other professionals such as psychiatrists. Reviews had been held and the recorded views of young people and families gained prior to reviews taking place. Behaviour management plans were held and also 'Statements of Educational Needs.' Some records needed to be dated and signed.

A register of young people coming into and leaving the school is held. (Not seen at this inspection) Three staff files were seen. New employees records included application forms; work histories; references and interview notes. Supervision records were also held. Accident books were held and accidents had been recorded. The inspectors were requested to sign into and out of the school each day in the visitor's book.

All the staff spoken to said that agreed staffing levels had been maintained. There were three 'waking' night staff during weekdays and reduced levels at weekends (according to how many young people remained at the school). Where there had been specific difficulties senior staff had remained on site until young people had settled for the night. (Rotas were not seen at this

inspection). The off-site house had four young people living there. Staff said that there are always two members of staff working at each shift. Staff were confident about the on call arrangements that were in place.

Staff spoken to reported receiving good training. The induction pack for new staff was seen. The pack clearly stated what knowledge new staff needed and was signed off by new employee and 'buddy' at each stage. All the staff across the school were expected to undertake line training provided by Priory Education Services. This was called 'Foundation for Growth' and included a wide variety of modules. Staff received refresher training in Child Protection and Non Violent Crisis Intervention. Ancillary staff were included in child protection training.

Care staff spoken to report having received a good level of supervision and support. Some night staff had not received one to one supervision for a long time and catering staff had never received formal supervision. New staff files seen demonstrated that care staff had received supervision. The Head Teacher discussed the need to ensure that staff received meaningful and supportive supervision. He was considering ways to ensure that senior staff fully understood the relevance and value of supervision. Staff felt supported by their teams, by senior staff and by the Head Teacher. They reported an open door approach should problems arise. Meetings were held regularly and the inspectors observed a good handover to the oncoming shift.

The school's Acting Head of Care is experienced and had achieved NVQ level four in 'Caring for Children and Young People.' He was also an NVQ assessor. NVQ progress amongst care staff was mixed. The Head of Care explained that progress had been halted due to changes in the awarding body.

The Head Teacher had a very hands on approach and was fully involved in all aspects of the school. He had monitored and signed records and was mindful of any patterns or trends that needed to be taken into account. For example where sanctions given had been ineffective.

The governing body had been re-established and a report from the Head Teacher to the governors on boarding facilities was seen. This was dated November the 6th 2006. The Head intended to ask two non-teaching members of the governing body to monitor care 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	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	3
22	4

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	3
23	3
24	3
25	3

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

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	RS3	It is recommended that thought be given to limiting the numbers of students admitted to the school in order to increase the amount of privacy offered.	
2	RS24	It is advised that as far as possible young people are given the option of a single room.	
3	RS25	It is recommended that the arrangements for showers are reviewed, particularly in the girls area (main site)	
4	RS30	It is recommended that all staff are given supervision in line with Standard 30.2. (Including ancillary staff)	

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