



Making Social Care
Better for People

inspection report

Residential Special School (not registered as
a Children's Home)

Mount Tamar Special School

Row Lane

St Budeaux

Plymouth

Devon

PL5 2PY

29th November 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Mount Tamar Special School

Address

Row Lane, St Budeaux, Plymouth, Devon, PL5 2PY

Tel No:

01752 365128

Fax No:

01752 351227

Email Address:

Name of Governing body, Person or Authority responsible for the school

Plymouth City Council

Name of Head

Mr B Jones

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

29/03/04

Date of Inspection Visit		29th November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Alison Clark	093646
Name of CSCI Inspector	2	Derek Curtis	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr.B.Jones and Mrs. J. Cook.	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Mount Tamar Special School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Mount Tamar School is situated in a pleasant residential area, on the west side of Plymouth. The school buildings have lacked maintenance over the years and now look shabby on the outside. This is unfortunate, as the work which is carried out in the school and in Mount Tamar House, meets the very individual needs of the pupils. However, the grounds were tidy and the patio area and the shrubs near the entrance to Mount Tamar House made things look better.

The pupils were taught in small classes to give them as much attention as possible to enable them to reach their potential. The staff are well trained and committed to the welfare of the pupils.

The residential provision continues to be improved, as finances allow. The bedrooms are all single rooms and some new toilets and showers have been put in place. Mount Tamar House is not conducive to a homely atmosphere, as it is built on 4 levels, but the Head of Care and her staff team work hard to provide a safe and relaxed environment for the pupils. Mount Tamar House is open for 4 nights each week, during term time. Pupils attend from one to four nights, and occasionally on an "as necessary" basis. The care staff work closely with the teachers to exchange information and care/placement plans for the pupils. The pupils who used Mount Tamar House were offered a variety of out of school activities. A group meeting was held after school, where news was exchanged, the evening meal was chosen and activities were discussed. Following this meeting, the pupils were able to play outdoors if the weather was suitable. There were also activities indoors. The staff arranged a programme of activities for after tea time which included visit to the bowling alley, Christmas shopping, swimming, walking on Dartmoor etc.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Head of Care has been at the school for more than 18 months and manages the team of care staff well. They all work together to provide a relaxed and homely environment for the pupils. The inspectors felt that the relationships between the staff and the pupils were very good. They felt that this held true for the whole school, as did good communications between school staff and care staff.

The pupils were involved in making decisions e.g. who wanted to go on which activity, what a pupil wanted for tea and/or supper. The meeting, which was held every day after school, provided an opportunity to discuss issues in the group. The inspectors felt that this meeting was most beneficial to the pupils. It gave time for pupils to share the events of the day or the weekend. It also encouraged pupils to talk and to be listened to, at the same time encouraging the others to sit quietly and listen. The members of staff also shared their events with the pupils.

Throughout the inspection the staff were seen to be consistent in their handling of the pupils, were firm and fair and dealt with situations sooner rather than later. The pupils were seen to respond well and a great deal of good humour and fun was in evidence. The staff ensured that the pupils were prepared for how they should behave in the mini bus or the car. They were also prepared for the type of activity they would be undertaking and how they should behave in the company of others. One of the inspectors accompanied a group of pupils and staff to the bowling alley. The pupils behaved very well in the mini bus and whilst bowling. Staff were alert to what each pupil was doing and helped as necessary.

All of the policies and procedures, which are necessary to support the care of the pupils, are now in place. The booklet "Welcome to Mount Tamar House" is a guide for new pupils and a reference point for all pupils.

All of the parents, who completed a questionnaire, commented on how much they appreciated what the staff did for their children. They also commented on how the staff welcomed them when they visited Mount Tamar House or when they phoned.

The school has continued the programme of refurbishment and redecorating. There are plans to convert one last remaining large bedroom.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school should complete the programme of refurbishment as soon as possible.

The care staff should differentiate between an "incident" and "physical intervention". These two events should be recorded in separate bound and numbered books.

The school should consider acquiring more robust books for recording. The ones in use are showing signs of serious wear and tear and there is the danger that information will be lost. The school should ensure that the risk assessment for Mount Tamar House is completed as soon as possible.

The school should continue to offer sensitivity, nurture and care to the pupils, who so obviously benefit from their time at Mount Tamar House.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors felt that the staff at Mount Tamar House had worked hard since the last inspection, which was carried out only 8 months ago.

The policies, procedures and guidelines were proving to be very beneficial in enabling the staff to deal with the pupils in a consistent manner. Incidents etc were recorded in detail in the appropriate books.

Mount Tamar House was well maintained, was clean and tidy.

The pupils were seen to be happy, active, well fed and well cared for. The pupils were happy to talk to the inspectors in an informal manner, sharing the events of the day at school or giving details of life at home.

Parents who completed questionnaires recorded how happy they were with the care of their children. They also commented on how much personal support they received from the staff. The inspectors felt that the pupils were very well cared for, throughout the school. They also felt that the very good relationships between pupils and staff, and care staff and school staff helped to provide a nurturing environment.

The inspectors would like to thank the Head of Mount Tamar School, the Head of Care and all the staff for their forbearance throughout the 3 days of the inspection. They were met with respect and kindness from pupils and staff. The use of the little room gave the opportunity to discuss issues and leave papers.

SUMMARY OF INSPECTION FINDINGS

STATEMENT OF SCHOOL'S PURPOSE.

Standard 1 Standard met.

CHILDREN'S RIGHTS.

Standards 2, 3, and 4 were all met.

CHILD PROTECTION.

Standards 5, 6, 7, and 8 were all met.

CARE AND CONTROL.

Standard 9 was commendable and Standard 10 was met.

QUALITY OF CARE.

Standards 12 and 13 were commendable.

Standards 11, 14, 15 and 16 were all met.

PLANNING FOR CARE.

Standard 22 was commendable.
Standard 21 was not applicable.
Standards 17, 18, 19 and 20 were all met.

PREMISES.

Standards 23, 24 and 25 were all met.
Standard 26 had minor shortfalls.

STAFFING

Standards 27, 28,29 and 30 were all met.

ORGANISATION AND MANAGEMENT.

Standards 31, 32 and 33 were all met.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority
Secretary of State**

NO
NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
1.	RS26	The school should ensure that risk assessments are carried out, in detail, with all points listed in Standard 26.2.	28/02/05.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS5	The school should have written guidance for the supporting of staff against whom an allegation has been made. Standard 5.6.	31/03/05
2	RS10	The school should differentiate between “incidents” and “physical intervention” and record accordingly.	28/02/05
3	RS10	The school should acquire robust numbered and bound books to record “incidents” and “physical intervention.”	28/02/05
4	RS26	The school should ensure that fire bells are tested to the frequency required by Devon Fire and Rescue Service.	31/01/05
5	RS33	The school should ensure that the majority of visits carried out under Standard 33.3 are unannounced.	31/01/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NO
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	29/11/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	44.5
Number of Inspector Days spent on site	6

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The Statement of Purpose was made up of policies, procedures and guidelines, as listed in Appendix 3. There was a comprehensive school prospectus, staff hand book, parents'/carers' handbook and a children's guide. The Statement also included procedures for responding to allegations or suspicions of abuse. The Statement included the range of pupils' needs for which the school catered, the admission criteria and the number of pupils to be accommodated.

The Statement was sent to Placing Authorities [usually only Plymouth City Council placed pupils at the school]. Parents/carers were given a copy at the interview and there was a copy on the main entrance board, for pupils to read.

The present group of staff was meeting the needs of the pupils. The school assessed the needs of each pupil, prior to admission, to ensure that those needs could be met.

The Statement of Purpose referred to the whole school and identified good communications between care and education staff.

The Statement of Purpose was reviewed in September 2004.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
<p>There was a policy and procedure to ensure that the pupils were given every opportunity to make their opinions known. There was an “open door” policy throughout the school, whereby a pupil was able to approach any member of staff at any time. Staff were in close touch with the parents/carers of the pupils, to keep them up to date with what was happening in school and in Mount Tamar House.</p> <p>There was a house meeting every day after school, when the pupils had the opportunity to share, or not, the events of the day. This was also the time to discuss the activities for the evening, ask questions, discuss issues and share family news etc. The pupils were able to put forward their opinions and wishes, to be included in review reports. The inspectors were very impressed with the conducting of this meeting. All pupils and staff were encouraged to share the events of the weekend and the day at school. The pupils sat quietly until it was their turn to speak and no one interrupted. Staff were also able to contribute to review reports. Some pupils who used Mount Tamar House were members of the school council. The pupils were encouraged to be as independent as they were able to be, by helping to lay the tables, keep their rooms tidy, as well as tidying the lounges after they had been used. Staff were aware of ensuring that pupils who had individual needs, were able to make their opinions known. One member of staff was interested in working with pupils with Asperger syndrome, to help them to communicate.</p> <p>One of the inspectors had an informal interview with a parent who confirmed good relationships with the school and highlighted the much valued support offered to parents in crisis situations.</p>		

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****3**

Case records were kept in a locked cabinet in a locked office and were accessible to only the staff who needed to know the contents. Staff and pupils confirmed that the care files were seen regularly by them in preparation for reviews. The reviewing of the placement plan was undertaken with the pupil's own key worker. Staff were aware of the need to pass on information of a child protection nature. The staff were seen to knock on bedroom doors and wait for an answer before entering. Bathrooms and toilets had locks on the doors. The doors could be opened from the outside, by staff, in times of emergency.

There was a cordless telephone, which a pupil could use in his bedroom or other quiet area, in private. The pupils were also able to receive their own mail.

There were various rooms in Mount Tamar School where pupils could meet with family and friends, in private.

There was a policy and procedures to deal with the issue of staff working with pupils of the opposite gender.

Staff were observed to be sensitive to the feelings of the pupils, by not intruding.

The school did not give intimate care to any pupil.

The possessions of pupils were checked and listed, on their first night in residence, each week. There was a policy and procedures to deal with the searching of pupils' possessions.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?****3**

There was a complaints policy and procedures for pupils, staff, parents/carers and members of the public included in the Statement of Purpose, and it covered the requirements of Standard 4.3. The school held a parents'/carers' group meeting every 2 weeks. Care staff, teachers and governors attended this meeting, when issues of concern were raised and dealt with.

Staff confirmed that they had received training in dealing with complaints, to meet the requirements of Standard 4.4. They were aware that they could not take part in dealing with a complaint which was against them, nor could they take reprisals against a pupil or anyone else making a complaint. The procedures included provision for informal attempts to deal with a complaint and for a complaint made against the Head.

There were 2 complaints recorded and both had been dealt with in a satisfactory manner. The monitoring of complaints was carried out by the Head and by the Governor nominated to carry out Standard 33 monitoring of welfare. The school had a procedure to notify the Commission for Social Care Inspection of any serious complaint.

Two of the parents who completed a questionnaire stated that they did not know that they could complain to the inspectors.

Number of complaints about care at the school recorded over last 12 months:

2

Number of above complaints substantiated:

2

Number of complaints received by CSCI about the school over last 12 months:

X

Number of above complaints substantiated:

X

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

There was a policy and procedures in place for child protection, which were known and understood by all staff. The Child Protection Co-ordinator, a member of the teaching staff, held a copy of the Area Child Protection Committee [ACPC] procedures and she was named in the procedures. The ACPC had ratified the school's child protection procedures. The procedures included all the requirements of Appendix 1, and made clear that failure to report a child protection issue was a disciplinary offence.

The procedures to deal with a member of staff against whom an allegation had been made, were those of Plymouth LEA. However, the school should supply guidance for staff, to meet the requirements of Standard 5.6.

The procedures instructed staff not to be alone with a pupil without other staff being nearby, to keep bedroom doors open and to be aware of their own vulnerability. A "one to one" book had been set up to record the times when a member of staff was alone with a pupil.

The staff confirmed that they had undergone training in child protection and that this was updated at an inset day every September. The Child Protection Co-ordinator kept a register of staff training.

The Child Protection Co-ordinator was a member of the Plymouth ACPC and therefore had links to interagency protocols.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

X

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

The anti-bullying policy and procedures were part of the staff handbook. The policy included the definition of bullying, measures to prevent it and dealing with it when it happened. Staff confirmed that they had received training in anti-bullying procedures.

Staff demonstrated good awareness of which pupils were likely to be victims of bullying and which were likely to be perpetrators. They used this knowledge to minimise bullying.

All of the pupils at the school knew that bullying was unacceptable. The Mount Tamar House pupil handbook listed the issue of bullying in the "house rules", stating that bullying is not allowed in the house. Any pupils who had been bullied were dealt with sensitively and those who had bullied were helped to change their behaviour.

The staff of Mount Tamar House were working with the pupils on the topic of bullying. They carried out a pupil survey in September, to determine if any pupils were being bullied. This showed that the pupils were not clear on what constituted bullying. There were plans to continue working with the pupils to ensure that they were clear about bullying. The school was encouraged to persevere with this method of seeking the views of the pupils.

The inspectors took the opportunity to talk to some pupils informally about bullying. The pupils reported that they were not being bullied.

Percentage of pupils reporting never or hardly ever being bullied

X %

Standard 7 (7.1 - 7.7)

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.

Key Findings and Evidence**Standard met?**

3

The school had a “concerns book” where any incident or event, which caused concern for the staff, was recorded. This book also served as a record of more serious incidents such as a child protection issue, inappropriate conduct of a member of staff, an outbreak of illness or a serious accident. The book had a list of who had to be informed of an incident and this included the Commission for Social Care Inspection. The school was also aware of having to notify the dismissal or resignation of any member of staff, under the Protection of Children Act.

The records detailed the outcomes of any action or investigation. The staff worked closely with other professionals to obtain guidance and help for any pupils who might have problems with their emotional or mental health.

The school included the calling of the police to Mount Tamar House, in its reporting procedures.

The staff worked closely with the parents/carers at all times and reported all incidents, including any offences, which had been committed.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

X

X

X

X

Standard 8 (8.1 - 8.9)

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

Key Findings and Evidence**Standard met?**

3

The school had a policy and procedures to deal with pupils who were absent without authority. In the case of a pupil who did not arrive at school, the parent/carer was contacted. In the case of a pupil leaving the school or Mount Tamar House, there was a procedure for the Head of Care and the parents/carers to be informed. The procedure was to search the grounds and the local area, and if the pupil had not been found in about 15 minutes the police were informed.

Staff confirmed that they would spend time with the pupil on his return and refer any child protection issues. Written records were kept of all such incidents. The staff were aware that they could not stop a pupil leaving the campus. The campus was not secure.

The number of incidences of pupils leaving the campus was monitored. Pupils who were likely to do so were more closely supervised.

Number of recorded incidents of a child running away from the school over the past 12 months:

2

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
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The members of staff were seen to set fair and consistent boundaries, based on positive care and control. The concept of positive behaviour was used throughout the school, as well as staff being good role models. Staff were able to balance the needs and wishes of individual pupils, as well as the needs of the group of resident children. Pupils were able to use Mount Tamar House on 1,2,3,or 4 nights a week. There were occasions when Mount Tamar House was used as a respite facility, according to the needs of the family and/or the pupil.

All members of the care team had been trained in "Team Teach", which included positive care and control.

The members of staff and the pupils enjoyed good relationships and the pupils knew where the boundaries were for acceptable behaviour. The staff worked the same rota over the 4 nights each week, so that the pupils knew who was on duty and who would be sleeping in. One of the inspectors accompanied the group of staff and pupils on a visit to the bowling alley. Staff dealt firmly, fairly and consistently with the pupils throughout the outing. Staff helped the smaller pupils with the bowling balls. The pupils were given instructions on how they should behave whilst on the minibus, and to wear their set belts at all times. The pupils behaved very well during the whole activity.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence

Standard met?

2

The school had a behaviour management policy and procedures, which included the use of sanctions. There was also a policy and procedures on physical intervention. The staff were conversant with the policies and procedures and had signed to confirm that they had read and understood them.

The staff worked on the basis of positive relationships with the pupils and the expectation of acceptable behaviour. Any sanctions were fair and were applied consistently. Reparation and restitution were used if it was felt to be appropriate and was geared to the age and understanding of the pupil. The pupils were also encouraged to be aware of their rights and their responsibility for their own behaviour.

Sanctions took the form of losing rewards or suspension from going put on a trip.

Deprivation of food, drink, sleep etc was never used. Corporal punishment was never used.

There was a system for recording sanctions in a bound and numbered book. The sanction was also recorded on the pupil's file.

"Team Teach" was used as the method of physical intervention. Physical intervention was used only when a pupil was in immediate and substantial danger of harming himself or someone else. It was never excessive and was used for the minimum amount of time to enable the pupil to regain control. The length of time was recorded in the bound and numbered record book. The entry was signed by the member of staff and the pupil involved. The intervention was recorded on the pupil's file.

Two members of staff were trained to be "Team Teach" trainers and all staff had annual training. The school had had difficulty in accessing training and were working with other schools to acquire it. The Head reviewed the sanctions and physical intervention records every half term to ensure that the practices met the requirements of the Statement of Purpose and to identify any pattern of incidents. The records were also monitored by the Governor who carried out the Standard 33 monthly monitoring.

The school should be very clear on what they class as "physical intervention" and what they class as an "incident". An incident did not always include physical intervention. There should be a bound and numbered book which records physical intervention and similarly a bound and numbered book which records incidents.

The bound and numbered book, which is in use at the moment, is proving to be rather fragile. The school should acquire a more robust book.

Information about acceptable behaviour was included in the pupil handbook for Mount Tamar House, along with details of the "Smiley" reward system.

Staff confirmed that pupils were given the opportunity to discuss incidents individually and during house meetings, and this was recorded in the pupil's file.

The police were not involved with the running of the school and were called only when a pupil was missing or there was a security issue.

Staff discussed behaviour issues during their meetings. The standard of behaviour was seen to be acceptable, throughout the days of the inspection.

The school worked very closely with the pupils and their families to resolve any discipline issues and exclusion from school and/or Mount Tamar House was used only as a last resort.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
<p>The Statement of Purpose included a policy and procedures for pupils to be admitted to Mount Tamar House. The criterion for admission was to help pupils with emotional and behavioural difficulties, who were aged 6 to 16 years. Pupils with serious mental health problems or physical disabilities were not accommodated. The school did not have emergency admissions.</p> <p>All information was gathered and assessed prior to a place being offered to the pupil. The parents/carers were included in the process and were able to visit Mount Tamar House and meet the staff.</p> <p>There was a handbook for pupils who used Mount Tamar House, which gave information about routines, the key worker system etc. There was a “buddy” system in place, whereby one pupil was assigned to look after the new pupil during the settling in period. There was also information on how to make a complaint. New pupils visited Mount Tamar House for tea and an evening, as a “taster” session.</p> <p>There were no pupils at Mount Tamar House who were old enough to leave. The school did, however, have a good record with regard to introducing older pupils to the world of work. There was close liaison with “Connexions” and other agencies who sought to assist young people who were approaching school leaving age.</p>		

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

4

The care staff confirmed that they were all conversant with the educational needs and progress of the pupils who used Mount Tamar House. They also contributed to annual reviews. The Head of Care visited the school each morning to update the teaching staff on the events of the previous evening. An inspector observed excellent hand overs at the start and the end of the school day.

The teaching staff confirmed that the care staff had the pupils ready for school each morning and that they worked closely together for the welfare of the pupils.

There were quiet rooms where pupils were able to do homework, encouraged by staff. If a pupil had had a difficult day at school he was able to take schoolwork to Mount Tamar House where the staff helped him with it as necessary. Books, games, toys, puzzles etc were seen in the lounges, along with suitable videos and music.

The care staff and teaching staff worked closely together to encourage each pupil's personal development and to support him as necessary.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

4

The pupils took part in "Feedback time" at 4pm, when news and the activities for the evening were discussed. Depending on the activity and the number of pupils who wanted to go, two activities were carried out. At other times, all pupils went on the same activity. The staff arranged some activities which cost money and others which were rather more homely and cost very little. The school was aware of the danger of offering a plethora of expensive activities that may lead to pupils having expectations beyond the means of their parents/carers.

One of the inspectors accompanied the whole group on a visit to the bowling alley. The pupils were very well behaved and the staff were very diligent in making sure that everyone was safe and having a good time.

There was time before tea for the pupils to have some free time for games, both indoors and outdoors. If the weather was bad, there were various indoor games, including pool, air hockey, puzzles, watching television etc.

There was a good balance between free time for the pupils and organised time in the evenings. Mount Tamar House was not open at weekends.

Risk assessments were carried out for the transport and the activity, prior to the staff and the pupils leaving the school.

There was suitable reading material, games, videos, music etc, in the lounges. The staff had some equipment stored away, as it needed to be supervised when being used by the pupils.

The staff confirmed that the pupils were given the opportunity to attend clubs, such as football, karate etc. Pupils who were already attending clubs prior to attending Mount Tamar House, were encouraged to continue with their membership.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

3

The school promoted a healthy life style through personal, social and health education in school, and during the time that the pupils were in Mount Tamar House. The school implemented any treatment which was required by an individual pupil.

There was a policy and guidance to promote the health of the pupils in the school. This guidance included the dangers of smoking, of taking drugs, and promoted good food and exercise. It met the requirements of Standard 14.4. The school nurse was very involved with health promotion in the school.

The health plan for each child included the details of a dentist.

The school nurse, who was not an employee of the school, visited at least once each week. The nurse also served as the counsellor for the junior school pupils. Care staff, teaching staff and the pupil himself or herself could ask to talk with the counsellor. The permission of the pupil's parent/carer would be sought if any ongoing therapy/treatment was felt to be necessary.

All of the care staff confirmed that they had up to date first aid training. The school had obtained prior permission from parents/carers for the administration of first aid and appropriate non-prescription medication and to seek treatment when necessary.

In the event of a pupil visiting a doctor or dentist, the pupil was usually accompanied by a parent or carer.

First aid and the treatment of minor illnesses were carried out by a qualified first aider.

The medicine cupboard contained medication for named individual children. There was no evidence of stock items.

Key security was good and the spare set of keys for the medicine cupboard was kept in the school office. The keys for the medicine cupboard in Mount Tamar House were restricted to the Head of Care. Medication was securely stored in a locked box, in a locked cabinet in a locked office. All medication was labelled appropriately with the original pharmacy label identifying individual children.

MAR charts were checked by a second person, confirmed with a signature and referenced back to the original prescription, which was kept with the MAR chart.

The medicine policy included the action to be taken should an error occur. The policy had a 2 year review date.

There was a policy for the provision of non-prescription "household" medication and permission from parents/carers for the administration of same.

There were no pupils administering their own medication.

There was a written record, on a MAR chart, of all regular medication administered. Clear details of each drug and strength were recorded and referenced back to the original prescription. Any allergies or "nil known" were recorded on the MAR chart.

Controlled drugs were recorded in a bound and numbered controlled drugs register.

The school had a policy and procedure to deal with a pupil who refused to take medication. A record was made on the MAR chart.

All injuries, accidents and illnesses were recorded on the file of the pupil.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

Mealtimes were well managed by staff and afforded a relaxed time for the pupils. The small tables allowed for social interaction and the pupils chatted freely to the inspectors.

The food was considered to be good and there was plenty of it, as well as a choice of a hot meal, a salad and a sandwich. Individual diets were catered for. The kitchen manager, who was recently in post at the time of the last inspection, was well organised for knowing what the pupils liked, the ordering process and managing the cooking and serving of the meals. A record of menus was seen. The meals offered to the pupils using Mount Tamar House in the evening complemented the meals offered at lunchtime.

The local environmental health service visited the school and were pleased with how the kitchen was managed.

Staff were alert to the eating habits of the pupils and encouragement was given as necessary. Pupils were not excluded from meals.

All crockery and cutlery were clean and in good supply.

The kitchen manager confirmed that all her staff had received basic food handling and hygiene training.

Drinking water was available throughout the school.

The breakfast club was still running, to provide a meal for some children. The transporting of the children to school was a problem as many of them travelled by taxi. The club was helping to improve the diet of some pupils.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

A bag check was carried out and a pro forma list of clothing etc was completed on the first night that the pupil was resident. This task was carried out each evening, as some pupils used Mount Tamar House on only one night. The pupils were able to wear their own clothes after school. The laundry staff were able to wash, dry and iron a school uniform in time for school next day. The staff had a supply of pyjamas and toiletries etc to supplement those forgotten by pupils. The pupils brought their own toiletries with them and kept them in the bedroom.

There was a policy and procedure on the storage and recording of pocket money. The pupils took some pocket money with them when they went on an activity, to buy some sweets, ice cream etc. The pocket money record was seen to be in order. Money brought in and taken out was recorded and signed for.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	3
<p>There was a satisfactory placement plan in each of the files which were inspected. The needs of the pupil were identified and how those needs were to be met within the school and Mount Tamar House. Each pupil had 2 files in Mount Tamar House and one file in school. The Head and head of Care had access to both sets of files.</p> <p>Each pupil who used Mount Tamar House had a key worker who set aside specific time for the pupil, as well as being available at other times. The placement plan included all the points raised in Standard 17.5. The pupils were aware of what was written in the placement plan and that they could read it if they so wished.</p> <p>All staff at the school who were involved with the care and education of a pupil contributed to the review process. The key worker discussed the forthcoming review with the pupil and noted any views or opinions that he/she wanted to be made known. The key worker also discussed the outcome of the review with the pupil.</p>		

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

The files which were inspected, included all the information required by Standard 18.2. The information was cross referenced against absconding records, physical intervention records, sanctions book, log books and staff meeting minutes.

Staff informed the pupils that they could read certain parts of their files. Each pupil had 3 files. 2 were used in Mount Tamar House and the third one was used in the school.

There was storage space at the school for the files of the pupils who had left.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The school kept a record of all pupils who attended the school and those who used Mount Tamar House.

There was a register of employees, which included all staff in the school.

The files of the care staff were examined. There had been one new member of staff since the last inspection. This file contained all the relevant information as required by Standard 19.2. The other files had been updated to include references, job description and person specification.

There were no persons, other than the staff, living or working on the premises.

A record of accidents was kept.

Menus were kept for a year.

Duty rosters were seen.

A diary of events was held in the school. The care staff had a copy of the events. A separate visitors book was used in Mount Tamar House.

This Standard cross references with Standard 27.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

3

The staff were in close touch with the parents/carers of the pupils who used Mount Tamar House. The pupils were able to use a walk about telephone to contact their families in private.

The pupils were able to have visitors to Mount Tamar House and to meet them in private.

The staff encouraged parents/carers and siblings to visit Mount Tamar House, providing that it did not upset the arrangements for an activity. Visitors were required to sign the visitors' book when they arrived and when they departed.

In the case of a pupil visiting home or a friend whilst resident at Mount Tamar House, details were recorded of times, whom the pupil was visiting, the address of visit, time of return and a contact telephone number. The visiting of the homes of members of staff was discouraged. Staff confirmed that they had received training in working with parents and families, as part of the NVQ3 course.

Documentary evidence was seen of contact with the school by parents/carers and vice versa.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

9

This Standard was not relevant at the time of the inspection as no pupil was leaving Mount Tamar House. The pupils in residence were too young to be leaving.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

4

The individual support given to the pupils was exemplary. This was seen to be the case across the board. The word “nurture” is not to be taken lightly but can rightly be used in many of the caring situations at Mount Tamar, especially notable in the dining room, during mealtimes. Kindness and sensitivity were key factors emerging from the observation of staff dealing with the pupils.

The group of pupils using Mount Tamar House was seen to be enthusiastic about joining in games and other activities. The staff ensured that each pupil was well looked after.

The pupils were told that they could talk to any member of staff, not just their key worker, about anything. Any individual help and support required by a pupil, was arranged by the school. Pupils who were experiencing any stress, or going through a traumatic situation were supported by staff.

The staff ensured that any pupil with dietary requirements, personal, health or any other needs, had those needs met.

There were no specific therapeutic techniques carried out in Mount Tamar House.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school was situated in a pleasant residential area of Plymouth, overlooking the river Tamar and the Naval Base. Some of the pupils lived near to the school and some lived some distance away. There were no pupils attending Mount Tamar House who had disabilities and needed aids. The house was built over 3 floors, with several staircases, corridors and fire doors. The bedrooms were all on the top floor, along with a small lounge and kitchen. It was a difficult house for staff to supervise and they used their resources well, particularly when the pupils were playing indoors and outdoors, after school. There was a snooker hall, a games room, 2 television lounges, a cookery room, climbing apparatus and outdoor playing fields and a football pitch.

There were no outstanding requirements from the planning department, building control, fire service or environmental service.

Mount Tamar House was not used by anyone else whilst the pupils were in residence. The outside doors were secured by an electronic fob system for entry. Alarms were set on the outside doors at night to alert the staff to a pupil leaving the building. There were no electronic monitoring systems within the house. There were no physical restrictions within the house, apart from an alarm on each door at the top of the stairs. The alarms were set when the pupils went to bed.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?****3**

The school had carried out some further redesigning of bedrooms and bathrooms since the previous inspection. The aim of the school was to have single rooms throughout Mount Tamar House. The interior of Mount Tamar House continued to be well maintained. The exterior of all the buildings gave a poor first impression of the good work carried out in all area of the school. The patio and garden areas continued to look attractive. The fenced hard play area, climbing frame and playing field provided safe areas in which pupils could let off steam and play team games. No other pupils used Mount Tamar House.

Most of the bedrooms were single.

There were sufficient beds, with appropriate bedding. Each room was carpeted, had a window which provided natural light, curtains and heating. There was storage for clothes, and personal possessions were given to the staff for safekeeping. There were separate bedrooms for sleeping in staff, which were near to the pupils' bedrooms. Some of the pupils brought personal items from home. Some of the pupils had put pictures and photographs on the walls. There was a walk about telephone which the pupils could use in private. There were quiet areas where pupils did homework or work on crafts, puzzles, read a book etc. These areas were also used for pupils to meet with family and friends.

There were laundry facilities in Mount Tamar House. If a pupil's clothes were very dirty after playing sport or outdoors, the clothes were washed and ironed and returned to the pupil.

There were plans to install a domestic size washing machine to teach the pupils how to use it.

The heating, lighting and ventilation were satisfactory throughout the school. There were no pupils with physical disabilities using Mount Tamar House, at the time of the inspection.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?****3**

There were sufficient baths, showers and toilets, which were situated near to the bedrooms. The doors on the bathrooms and toilets had suitable locks and could be opened from the outside, by staff, in case of an emergency. There were shower curtains in place. The staff had separate toilet and shower facilities. All toilets and shower rooms were seen to be clean and odour free.

The programme of updating the showers had been completed.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence

Standard met?

2

The inspection of gas installations, electrical installations and equipment and the boilers was carried out under the instruction of the LEA.

A member of staff was seen to carry out a detailed risk assessment prior to the pupils being taken out in the minibus. There was also a risk assessment for the bowling alley. The pupils were closely supervised on the outing, with staff being aware of where each pupil was.

There was documentary evidence of the testing of the fire alarms and security lighting.

However, the advice given in the Fire Log Book indicated that the fire alarms should be tested weekly. According to the records, the alarms were not being tested weekly. The Head of Care promised that she would seek guidance from the Devon Fire and Rescue Service. The logbook recorded 3 drills undertaken in the last 3 months.

Water temperature regulators were in place.

The Head of Care had made some progress in carrying out Risk Assessments and was planning to complete this task as soon as possible. There were plans for one of the Governors to help with this.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

3

There had been only one new member of the care staff, since the previous inspection. The recruitment process was carried out to the requirements of Standard 27.2 and to the requirements of Plymouth LEA.

There were no other adults living on the premises who were not employed by the school.

The school did not use gap students.

The school did not arrange guardians for the pupils.

The school did not use agency staff.

Total number of care staff:

5

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

There was no school staffing policy which stated the minimum staffing requirement to meet the Statement of Purpose. Observation during the inspection saw adequate staffing levels in Mount Tamar House. There were 4 members of staff on duty, 2 of whom slept in, on a rota basis. There were no waking night staff. On one evening a week, there was an extra member of staff on duty to meet the needs of particular pupils. The Head of Care had been assigned some hours to carry out administrative tasks and the management of staff. There were 3 full time members of staff and 2 who job shared. There were 2 males and 3 females in the group. The pupils seemed to be happy with these arrangements and they knew who was sleeping in each night. The group of staff worked well together and supported each other. The Head of Care indicated that it was hoped to be able to appoint an additional member of staff in the new financial year. This would allow for an increase in the number of pupils accommodated at Mount Tamar House. The inspectors were keen to point out that the existing staff/ pupil ratio should be protected. Agency staff were not used. Any absence was covered by part time staff working extra hours. The activity on the evening of the inspection was managed by the Head of Care and the Deputy Head of Care. A mobile phone was taken and any medication which was required by a pupil. There was a record of the pupils who were in Mount Tamar House each night.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

All new members of staff working at Mount Tamar House underwent a 2 month induction course. There was a checklist spread sheet and the member of staff confirmed when they had been given information or read information about child protection, fire safety, accountability etc. There was a rolling programme of training, which included child protection and "Team Teach". The Head of Care stated that there had been some problems in finding a "Team Teach" training course. The school was liaising with other schools to try to solve the issue. All of the care staff confirmed that they had received child protection training and, when questioned, knew the lines of accountability. Each member of the care staff had a personal development plan but the ancillary staff did not have one. The Head and the Head of Care were committed to the training and development of the staff. Staff were encouraged to find out about courses for themselves.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?****3**

The Head of the school was accountable to and supported by, the LEA.
The care staff were accountable to the Head of Care and were supported by her.
The ancillary staff were accountable to the Head of Care, whilst working in Mount Tamar House.
Care staff confirmed that they received regular formal supervision from the Head of Care for 1.5 hours each half term. Each session covered the points in Standard 30.4 and records were kept. Informal supervision took place as the need arose.
Group supervision took place for the ancillary staff, with minutes taken. They stated that they appreciated this time to discuss and raise matters.
Annual appraisals took place in April.
All policies, procedures and guidance were available to staff in the office.
All members of staff knew to whom they were accountable.
Job descriptions and person specifications were on staff files.
The staff group met each Friday morning, after the pupils had gone to school.
There was a no smoking and no drinking policy in the Statement of Purpose.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The Head of Care was suitably qualified for her position. Two members of the care staff had completed NVQ3 since the last inspection.

Staff rotas allowed for supervision, meetings, hand over sessions, administrative tasks, writing reports, etc. Staff meetings took place on Friday mornings. Staff worked during term time and were off duty during all of the school holidays.

None of the pupils were given responsibility over others.

In the event of a crisis in the school, the pupils were sent home.

The school worked closely with the parents/carers who were told of the school's policies etc when the pupil was admitted.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

80 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

3

The records seen during the inspection had been signed by either the Head or the Head of Care.

The Head was required to carry out an annual review of Mount Tamar House for the LEA.

There was no involvement of the police in the running of the school. There was a low turn over of staff. The last member of staff to leave, transferred to a position much nearer to his home.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

2

One of the Governors had been appointed to carry out this task. She was using a pro forma to ensure that she covered all the issues required. To date, the visits have been announced. The Governor was informed that the majority of the visits should be carried out unannounced to meet the requirements of Standard 33.3.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary

Lay Assessor _____ **Signature** _____

Date _____

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 29th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

Comments were received from the provider

Head's comments/factual amendments were incorporated into the final inspection report

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 3rd February 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of Mount Tamar confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I _____ of Mount Tamar am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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