



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **The Priory School**

**The Priory School  
Pickeridge Close  
Taunton  
Somerset  
TA2 7HW**

*Lead Inspector*  
Pam Fletcher

*Announced Inspection*  
3rd October 2006      09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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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](http://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](http://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

<b>Name of school</b>	The Priory School
<b>Address</b>	The Priory School Pickeridge Close Taunton Somerset TA2 7HW
<b>Telephone number</b>	01823 275569/252620
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<b>Name of Governing body, Person or Authority responsible for the school</b>	Mr C Sweeney
<b>Name of Head</b>	Mr C Sweeny
<b>Name of Head of Care</b>	Rod Cockran
<b>Age range of residential pupils</b>	11 to 16 years
<b>Date of last welfare inspection</b>	12 <sup>th</sup> December 2005

**Brief Description of the School:**

Priory school is a Local Authority provision for boys who are subject to an Educational Statement of Need, within the category of EBSD. The school is located on the outskirts of Taunton within a housing development.

The school currently has 48-day pupils and weekly boarding provision for a maximum of 10 places. At the time of this inspection there were 7 pupils boarding at the school. The boarding house is attached to the school and operates as a separate provision. The boarding provision is used flexibly to meet individual needs, which includes after school activities for a small number of pupils.

# SUMMARY

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

Christopher Lewis and Pam Fletcher undertook the inspection. The inspection was carried out over the course of two days, starting at 09:00 hours on Tuesday 3<sup>rd</sup> October 2006. Pupil questionnaires were undertaken with boarding students who were given help filling them in. Two boarding students gave a very good tour of the boarding house and the school. Breakfast, lunch and supper was eaten with students. Three case files were seen, plus a number of the school's other records. Time was spent talking to students and staff, both individually and more informally. Three parents gave feedback by telephone and another three parents sent CSCI responses to a pre inspection questionnaire. The inspectors would like to thank young people, the Head Teacher, Head of Care and boarding house staff for their helpfulness during this visit.

## **What the school does well:**

Once more the inspectors were impressed by the high standard of care and support given to boarding students. The boarders at the school, without exception said they were well cared for and enjoyed staying in the boarding house. This was also demonstrated by observation of staff interaction with young people. Staff seen were professional and caring, putting boundaries in place very appropriately. Young people were relaxed and respectful

The boarding house itself had improved. The bedrooms seen had been redecorated and looked more 'homely.' The standard of cleanliness was very high.

The school had taken on board healthy eating initiatives. Students had accepted the introduction of healthier foods. The food was nicely served and young people were encouraged to behave well at mealtimes. The food was plentiful and of a high standard. The kitchen was spotlessly clean.

Staff in the boarding house worked well together. They offered each other support and also got support and advice from the Head of Care and the Head Teacher.

Communication between boarding house staff and families was reported to be very good indeed. Feedback from parents was positive, with parents saying that the boarding provision was giving students the opportunity to cope with school and also to enjoy out of school activities. Parents were given a weekly progress report and said that key workers telephone regularly and report the good things as well as any issues. When parents ring the school they said that they are always able to speak to senior staff and that meetings are arranged

quickly to resolve problems. One parent could not speak highly enough of her son's key worker and said that she is giving him a high level of support.

## **What has improved since the last inspection?**

It was pleasing to see the development of environmental risk assessments. Whilst this area needs continued work the risk assessments seen provided very good working tools. Some measures to reduce identified risks had been put into place.

The processes and written protocols underpinning care plans and some policy documents had been further developed although some areas were still at a 'work in progress' stage.

## **What they could do better:**

The boarding provision had improved, however, restrictions imposed by the style of the building need continued review. A commitment had been made to funding redevelopment within the school, including the boarding house. It is recommended that work in the boarding provision be considered a priority.

Although staff said that they are given a good level of support, with the majority of staff receiving regular supervision, the amount of formal supervision given to some staff needs to increase.

The inspectors found some very good plans outlining the tasks that young people needed to learn in order to help them to be independent. The intention was for these tasks to be worked through during 'one to one' key work sessions. Whilst commitment from staff was clearly evident, progress was limited due to the fact that staff had frequently given support in school, due to staff shortages. This was frustrating for staff and more importantly was not helping those students reaching the end of their school life. It was also noted that a similar scheme had started as part of some lessons. Consideration might be given to some form of joint working with school tutors in order to use the time spent in this area most effectively.

Care plans had recently been redeveloped but were not used in practice at the time of inspection. These plans need to be used as soon as possible.

Some of the written policies and protocols underpinning practice still need to be developed. These include the development of a written complaints procedure, medication policy and school prospectus. The need to devise reports following governor's visits and any reviews of boarding made by the Head Teacher was also usefully discussed during the inspection.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.



# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

14,15

Quality in this outcome group is good. This judgment was made using all the available evidence including a visit to the school.

The school actively promoted the health care and well being of each student.

Students were provided with healthy, nutritious meals in order to meet dietary needs.

## EVIDENCE:

The care at the school is holistic and staff addressed young people's emotional and social needs as well as promoting school attendance. A psychologist visits the school on a regular basis and was available to give additional support where necessary.

The school needs to develop new policy guidance on promoting health and for the administration of medicines. The Head of Care said this area is currently being reviewed and he had recently had a meeting with a county advisor. New health care plans were seen. These were comprehensive, but at the time of the visit had not been used. New referral forms had also been devised and at the time of the visit the Head Of Care was gathering written information from a prospective parent.

Arrangements for dental, medical and opticians checks were the responsibility of families. However where there were shortfalls staff had arranged and supported visits. One such example was where a young person had needed emergency dental care during a week's stay at an activity centre. The young person's family had been contacted and a member of staff had taken the young person to a dentist.

A number of staff had received First Aid training and staff were aware of who were the First Aiders available. One first aid box was checked, this held the necessary items.

There was only one young person taking prescribed medicines. These were tracked and had been accurately recorded. It is advised that policy guidance is devised and that at least some key staff in the boarding house receive formal training in administering medicines. Where young people self-administer prescribed medicines, ointment or inhalers this needs to be underpinned by a risk assessment, that includes safe storage. The arrangements for the storage and record keeping of medicines held were well organised and systematic.

The school had historically endeavoured to encourage young people to eat healthily. in line with new government directives they were taking further steps to promote a healthy diet. All sweets and chocolate from a 'tuck' shop had been stopped. Food contained no salt or additives. Meals were appetizing, nicely served and young people were encouraged to behave well. The evening meal was eaten in the boarding area and was a pleasant social occasion. Young people said that snacks, fruit and drinks were available between meals. Fruit and vegetables were encouraged during meals. There were no boarders on special diets, but full consideration was being given to the dietary needs of a new day student.

A recommendation was made following an inspection from the Environmental Health Department in 2005 that the catering manager should have a higher level of Food Safety training. It is advised that arrangements are made in order for this recommendation to be met. The kitchen was seen; this was spotlessly clean and well ordered. Checks to fridges and freezers had been carried out.

## Staying Safe

### The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3,4,5,6,7,8,10,26,27

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

Young people's right to privacy was respected and confidential information was held securely.

The school had taken complaints seriously and acted upon them, however a written complaints procedure needs to be available to young people and their families.

There is a procedure in place for following up any child protection concerns. All staff must receive training in this area in order to offer protection to young people.

The school recognises the potential and impact of bullying. Protocols and procedures are in place to offer young people protection.

The school had a procedure in place for notifying incidents appropriately.

There were protocols and reporting procedures in place in the event that young people are absent without authority.

Good behaviour was encouraged and staff responded constructively to poor behaviour. The procedure for recording incidents that necessitated the use of physical intervention need to be reviewed and to be more robust.

There are systems in place to promote safety and security in relation to the school premises.

The recruitment procedures had strengthened, however all matters listed in Standard 27.2 need to be strictly adhered to in order to offer protection to young people.

## **EVIDENCE:**

The boarding house provided ample space and a range of toilets, showers and baths. All bathroom facilities had locks on doors; these could be opened in emergency. Young people said that staff respected their privacy. One example was that staff were said to always knock before entering rooms to wake young people up. The young people had access to a payphone located in a small sitting room, offering them a good degree of privacy. Confidential records were held securely in the staff office, which is kept locked when unoccupied. The boarding house has ample sitting areas, where young people could get space away from others if they needed to.

During the inspection it was necessary for staff to search a young person's bag. The Head of Care and Head Teacher did this sensitively and appropriately. The young person concerned was fully informed and invited to be present. Whilst the practice was very appropriate and handled well, it is advised that searches are underpinned by a written policy and protocol.

Young people said that they could tell staff if they are unhappy and that they are listened to. Those spoken to could name at least one person who they would go to if they were unhappy or concerned. The school had also recorded complaints in a designated book. Those complaints recorded included the action taken and the outcomes. The open door approach of the senior staff was evident during the inspection. Young people could approach the Head Teacher at any time, were listened to and responded to. It was noted that the school

did not have a written complaints procedure available to young people and their families. This was discussed and the Head of Care who said he was looking into devising a written complaints protocol.

The school had a child protection policy and the majority of staff including some ancillary staff had received child protection training. Staff spoken to demonstrated that they understood the need to pass on concerns. It was noted on the list of staff training that one member of the care staff had not received child protection training. He had been given a brief explanation on child protection processes during his induction. The school must ensure that all staff receive training in line with Standard 5.8.

The school takes issues of bullying seriously and staff were aware of the need to be vigilant and responsive when bullying occurs. One young person had been subject to racist remarks. This had been acted upon quickly and the young person had been encouraged to log any comments and to speak to staff. The issue had been addressed by the school's 'Restorative Justice' approach. All those involved were brought together to discuss the situation. In addition issues such as racism and homophobia were topics discussed in assemblies and tutor groups. Staff, including the Head teacher, maintained a presence around the school and in the boarding house. Young people said that bullying is taken seriously. They felt that for the most part staff intervention is effective.

Significant events had been notified to the Commission for Social Care since the last inspection. A written record had been kept of the Notifications made.

The school held a reporting procedure in the event that young people are absent without authority. Any absconsions had been logged in a designated book.

Staff in the boarding house worked hard to encourage positive behaviours. They used a points system to reward good behaviours. Points earned could be used to purchase goods held in a display cabinet. Young people were involved in setting their own targets and were given a great deal of encouragement and praise. Recently a racing circuit had been drawn and pinned to the wall. Young people were given cars with their names on, to be moved around this circuit. Good behaviour meant gaining a lap. The laps were to be recorded and the young people who gained the most were to get a treat at Christmas time. This was aesthetically very attractive and provided a visual reminder to young people about rewards for good behaviour. Rewards were not just about achievement but also related to small acts of helpfulness. The school had also started a peer-mentoring scheme. During the inspection two young people were overheard arguing about which one of them should help another student. Clearly the scheme was helping with peer support

The young people at the school often display difficult and challenging behaviours. This results in staff often having to intervene physically in order to keep other young people and staff safe. These behaviours occur much less often in the boarding house where numbers of young people are less. Incidents were recorded on county incident sheets and then recorded on a designated physical intervention log. The log was not filled in properly in some areas such as the duration of incidents, it was not sequential and did not provide a clear system of tracking such incidents. The current recordings in the log were written up by one member of staff, therefore if he does not receive incidents sheets in a timely manner these records are not made in an orderly fashion. The Head Teacher and Head of Care agreed to review current systems. Young people spoken to reported that physical intervention is only used when things become unsafe. They said that staff were fair. The boarding house kept a record of sanctions. These were appropriate and included such sanctions as loss of television and early bed times. Staff seen with young people were confident and de-escalated potentially difficult situations very effectively. Very good behaviour management plans were seen. These demonstrated a good awareness of the individual needs of young people.

The Head of Care had started to develop a risk assessment approach. A number of environmental risk assessments had been devised. Where hazards had been identified steps had been taken to minimize risks. One such example was the 'down pipes' on the outside walls. Some young people had used these to climb onto the roof. These had been boxed in to reduce risks. The kitchen had also been risk assessed in relation to knives, which are now locked away with the kitchen made out of bounds to students. Risk assessments relating to activities were held as were individual risk assessments relating to individual student behaviours.

Fire safety checks had been made fairly regularly, although some checks had been missed. A number of fire drills had been undertaken. On the first day of the inspection a student set off an alarm. The building was evacuated in an orderly manner with all concerned aware of where to assemble. A letter from a fire safety officer, dated 17<sup>th</sup> November 2005 was seen. It was unclear whether or not all of the measures referred to in the letter had been addressed. This was discussed with the Head of Care on the 17<sup>th</sup> October 2006. He said that he is meeting with a fire safety officer on 18<sup>th</sup> October 2006. He gave assurance that he will discuss any areas of fire risk management that remain outstanding and take action accordingly.

Three staff recruitment files were seen. Two related to before the last inspection and did not meet Standard 27. A third file related to a new member of ancillary staff and showed a more robust recruitment approach. This file demonstrated that CRB clearance had been received prior to starting date; two written references had been obtained and a full employment history gained. The Head of Care said that interview notes had been made although they were not held on file. It is advised that further measures are taken to ensure that all

matters listed in standard 27.2 are adhered to when employing new staff. With regard to existing staff it is advised that files are audited and any missing references or employment histories are sought.



# Enjoying and Achieving

## The intended outcomes for these standards are:

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

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

12,13,22

Quality in this outcome group is good. This judgment has been made using available evidence including a visit to the service.

The schools residential provision actively supports young people in attending school and maximizing their potential both academically and socially. The young people who board received a high level of support.

## EVIDENCE:

Young people who board at the school are supported in attending education. Staff encouraged young people to prepare for school, to eat breakfast and to go into school punctually. The Head of Care passed on any relevant information to teachers at the beginning of each day. At the end of the day a member of care staff, usually the Head of Care attended the teachers de brief session and was able to pick up any issues that had occurred in class. Because the school is relatively small communication between care and education staff was good. In addition all staff and pupils were together at lunch. As discussed in the summary of this report consideration might be given to joint working in relation to preparing young people for independence.

Young people boarding at the school were encouraged to enjoy a number of activities. At the time of the inspection they were very interested in swimming and in playing football. One of the inspectors joined in with an informal game of football. Young people observed were respectful towards staff and also offered support to those young people who were not that good at playing. Young people were encouraged to do cooking in rotation, and to prepare their own evening meal. A small well-equipped kitchen/dining area was used specifically for this purpose. Staff were energetic and motivated and clearly tried to widen the experiences of young people. One member of the care team

had undertaken a course enabling him to take small number of young people into the design technology room to do woodwork. Young people were encouraged to choose what they wanted to do and felt that they had a say in activities. Comics were available. Young people also had access to televisions and DVD's. They reported that they are only allowed to watch age appropriate videos.

Young people were given individual support by staff including key workers. Staff were very sensitive to the needs of young people who were undergoing periods of personal stress. As the boarders only board on a part time basis they all have family members to turn to should they need to talk to someone outside of the school. Young people with emotional problems were supported by one to one sessions from a psychologist. The care staff themselves felt that they would like more time to engage in one to one support for the young people who they 'key worked.' Young people themselves reported feeling satisfied with the support they were receiving.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

2,9,11,17,20

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

Young people and their families were encouraged to be involved in decision-making and felt empowered and involved.

The boarders at the school had sound relationships with care staff and showed each other respect.

Staff were aware of the needs of young people for sensitively handled admission and leaving processes. Arrangements were made according to individual needs

New care plans had been devised, these need to be utilized in order for staff to be fully aware of individual needs.

Contact between young people and their families was fully supported by staff.

## EVIDENCE:

The care staff gain young people's views in a variety of ways including one to one support with key workers and the daily meetings that are held at the end

of each school day. Young people reported being listened to. For example with regard to what activities they wanted to do or if they had particular likes and dislikes over food. One of the parents spoken to said that her son's key worker devises strategies with her and she felt that her view as a mother was fully taken into account.

The relationships between care staff and young people were impressive. Young people had clearly built up trust in staff, were generally well behaved and clearly enjoyed boarding. Staff were consistent in their approach and put any boundaries in place in a very appropriate manner. The care team clearly enjoy their roles and displayed a good deal of enthusiasm. The young people spoken to valued staff and apart from one view that some staff were too strict, could not think of any ways in which boarding could be improved. One young person particularly valued being able to chat to staff and being welcomed back into the boarding house at the end of each school day.

Young people board at the school between one and four days per week. Boarding is introduced at a pace that individual young people can cope with. A small number of young people had an extended day. This meant coming in for breakfast and again at the end of each school day, then returning home for bed. The arrangements for periods of boarding were flexible in meeting the needs of individual students. A new induction pack had been devised for young people. This gives a clear and simple explanation of what boarding is about.

The information gathering process prior to admission was being reviewed at the time of the inspection. The Head of Care had devised new pre admission records and had started using them to gather information prior to students boarding. (Not seen at this inspection)

Where young people were coming to the end of their school days boarding days were reduced accordingly, thereby helping them with the transition back into their own home areas.

Each young person boarding at the school had a care file and education record. Three care files were viewed. Records were well organised in a systematic manner. Those plans seen held some good information but it was noted that some records needed signatures and dates. In addition not all information was held. One example was where health care needs had not been transcribed onto one young person's care record. The Head of Care had devised new care plans. These should provide comprehensive information for all boarding students and need to be utilized as soon as possible. One education file was viewed. Much of the information held on this file was very pertinent to boarding care provision. Consideration could usefully be given to holding some of the information on both files. The Head of Care and Head Teacher explained that care staff do have free access to educational files.

Young people only board on a part time basis and therefore go home to families and carers for part of the week. In between going home they are able to make telephone contact and parents are invited to contact the school whenever they wish. Feedback from parents was very positive, with parents reporting frequent contact from care staff. One parent commented on the fact that contact is made to pass on the good things as well as when issues and problems arise. A number of care staff had made home visits which was very much appreciated by families. One example was where two care staff had made a home visit when a young person was excluded for a week. Staff valued this level of contact and said that it gave them a greater understanding of young people's difficulties.

# 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):

16,21,23,24,25.

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

Young people had adequate clean clothing, supplies of toiletries and good laundry facilities.

The transition and independence files that had been developed were of a high standard, however, more time needs to be allocated to staff for supporting young people in developing independence skills.

The boarding area provides reasonable accommodation and offers a good degree of privacy, Further redevelopment needs to be made in order for accommodation to be more 'homely' and suitable for meeting individual needs.

## EVIDENCE:

Young people had a uniform and also a supply of casual clothing for after school. They were encouraged to bring in toiletries; the school also had a supply that could be purchased. There were laundry facilities for washing

clothes. Young people were discouraged from holding large amounts of money and encouraged to hand this in for safe -keeping.

Young people within school were linked into Connexions advisors. Some excellent independence files were seen in the boarding area. These listed the tasks that young people needed to learn in order to provide them with independence skills. On the records seen there was evidence that this area of work had not progressed. Staff and in particular key workers were keen to support young people but reported being hampered by time constraints. There had been ongoing shortages of teachers. This had resulted in care staff spending some of their time in school. One of the teachers spoken to said that ASDAN units were being introduced. Some of the ASDAN units are related to life skills. Consideration might be given to care and education staff having a joint approach in supporting young people in this area.

The school is located in the outskirts of the town with easy access to local facilities. The boarding provision is large but does not provide a homely atmosphere due to its age and design. In addition some of the rooms are used for non -boarding functions and meetings. Monies have been allocated for redevelopment in different areas of the school, including the boarding house. It is recommended that the boarding provision be given a high priority in the plans for redevelopment.

Improvements had been made to the boarding house since the last inspection. All young people had their own room with storage facilities. Two bedrooms were seen; these had been nicely personalized and had posters on the walls. The carpet had been replaced on the stairs a small sitting room had been redecorated and refurbished. There were lots of photographs on display. The house was spotlessly clean. A telephone was available in another small sitting room, which is used as a quiet area.

The house had sufficient showers, baths and toilets. Doors had locks on them, and could be opened from the outside in emergency. Soap and paper towels were available.

Whilst some measures had improved the boarding provision the central areas and stairs were still painted a cream colour, which did not make the house look homely. In addition the Head of Care felt that some provision could usefully be adapted to provide some semi -independent areas for those young people moving on towards leaving the 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)

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

1,18,19,28,29,30,31,32,33.

Quality in this outcome group is good. This judgment has been made using available evidence including a visit to the service.

A 'Statement of Purpose' was available which described what the school sets out to do. Supplementary policy documents need to be revised.

The school holds care and educational files to record young people's needs, development and progress.

The school holds an electronic register of young people admitted to the school. Staff details are also held electronically. Personnel files are held, however, all details as listed in Standard 19.2 need to be retained. Accidents were recorded.

Staffing levels in the boarding house were adequate, however, staff shortages within education had impinged on care staff time.



Staff receive training and development opportunities to equip them with the necessary skills to meet the needs of young people.

The majority of care staff had received fairly regular supervision, however all staff need to be given supervision in line with Standard 30.2. Thought needs to be given to improving the regularity of team meetings.

The boarding provision is well managed by competent staff, however insufficient time is available for scheduling meetings, completing records, and carrying out care programmes.

The Head Teacher provides good leadership. Staff shortages within education had restricted the time available for managerial responsibilities.

The governing body is proactive and monitoring visits had been made to the school on a regular basis.

## **EVIDENCE:**

The school's Statement of Purpose is supplemented by the school prospectus. The prospectus is being revised. In addition a young person's welcome pack and a handbook for parents was being developed. These will provide clear information in appropriate language. Information given to parents and young people needs to include any special religious or cultural observance. The statement or prospectus should provide the name of the person designated the lead in the school for child protection.

Each young person in the boarding house had a care file and education file. As previously discussed some of the information in the education file might be usefully copied into care records.

The school hold a register of students admitted to the school electronically. This also applies to the staff. These electronic records were not seen at this inspection. Personnel files are held and as previously discussed under Standard 27 need to contain a minimum of all matters listed under Standard 19.2.

The current system of recording accidents is for them to be recorded on county incident sheets. It is advised that a school record is kept, cross referenced to any accidents logged on incident sheets.

Duty rotas were not seen at this inspection. As the school boarding is part time, care staff work the same shift pattern every week.

The school held a visitor's book and inspectors were requested to sign in at each visit.

Staffing numbers were consistent with three or four staff on duty at anyone shift. One regular member of staff undertook night waking duties and a single member of staff slept in on a rotational basis. Where a member of staff had been off sick two learning support assistants had worked regularly in the boarding house.

One staff-training file was seen and training discussed with two individual staff members. The training opportunities were varied enabling the staff to bring individual strengths to the care team. One member of staff had undergone the training needed to allow him to teach young people woodworking skills. The training file seen demonstrated that the member of staff had undertaken recent training in Health and Safety in the Workplace; Fire Awareness; Restorative Justice and Child Protection. All care staff but one had received child protection training. As previously discussed this member of staff had only received introductory guidance on child protection issues. All staff must have access to training in child protection.

One record of staff supervision was seen. The majority of staff reported receiving fairly regular supervision. A minority of staff had not received any formal one to one supervision. All staff working in the school should receive one to one supervision each half term. (Standard 30.2) Due to staff shortages in education there had been no care staff meetings for a number of months. Staff did have daily verbal 'handovers.'

The Head of Care is experienced and is currently working towards NVQ level 4. Staff in the boarding house had a mixture of experience, with some having achieved NVQ level 3 and others working towards this award.

The Head Teacher, Head of Care and Pastoral Head provide staff with good leadership and guidance. Care staff reported being supported and able to take concerns to senior managers. There was evidence that senior staff had monitored records and signatures were noted in the physical intervention, complaints and sanctions log. At the time of the inspection there was no written Head's review of the operation and resourcing of the school's welfare provision for boarding students available. It is acknowledged that boarding provision had been discussed and reported on following multi disciplinary project group meetings held at the school. In addition whilst there is a shortage of senior staff within the teaching department this clearly puts a constraint on the time available to the Head Teacher.

One of the governors was met during the inspection. He is the boarding house representative on the governing body. The governing body has become increasingly proactive. Visits are made to the school both announced and unannounced and records had been checked and signed. The governor said that he intends to record these visits and provide written reports to the Head Teacher.



# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	2
<b>15</b>	4

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

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

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

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	3
<b>21</b>	2
<b>23</b>	3
<b>24</b>	3
<b>25</b>	3

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

Yes

Are there any outstanding recommendations from the last inspection?

<b>RECOMMENDED ACTIONS</b>			
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	RS1	The school prospectus, which supplements the 'Statement of Purpose', needs to be reviewed and updated.	15/01/07
2	RS14	The newly devised health care plans need to be put into practice. The school should devise a policy to underpin practice in relation to the administration of medicines. (Standard 14.7)  A policy also needs to be devised stating how the school will promote the health of young people. (Standard 14.4)	15/01/07
3	RS4	The school should have a written complaints procedure in place that is made available to young people, their families and significant others.	15/01/07
4	RS5	The school should ensure that all staff receive child protection training. (Standard 5.7)	04/12/06
5	RS10	The logbook of incidents involving the use of physical intervention needs to be recorded soon after incidents arise. Records should include full details, including the duration of incidents.	13/11/06
6	RS17	The newly devised care plans need to be put into practice.	13/11/06
7	RS21	It is recommended that time is designated for	13/11/06

		staff to support young people in learning and developing the skills needed for independence.	
8	RS26	Any recommendations made by the Fire Authority must be implemented.	15/01/07
9	RS27	Staff recruitment records need to include all the checks made in respect of Standard 27.2	13/11/06
10	RS19	School records need to be retained in line with Standard 19.	13/11/06
11	RS30	All staff working in the school should receive regular supervision in line with Standard 30.2	15/01/07
12	RS24	The boarding provision should be reviewed and updated in order to provide more 'homely' suitable premises.	15/01/07
13	RS32	It is advised that the Head of the School records in writing reviews that are made of the boarding provision. (Standard 32.4)	15/01/07
14	RS33	A written overview following governor's visits should be considered for monitoring welfare provision in the school.	15/01/07

## **Commission for Social Care Inspection**

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