

# inspection report

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

## **Farleigh College**

Newbury Manor

Newbury

Mells, Frome

Somerset

BA11 2AB

7th February 2005

## **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**

Farleigh College

**Address**

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

**Tel No:**

01373 814980

**Fax No:**

01373 814984

**Email Address:**

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

Farleigh Education Group

**Name of Head**

Mr Tony Mulcahy

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

03/02/200  
3

|  |          |                               |                |
|--|----------|-------------------------------|----------------|
| <b>Date of Inspection Visit</b>  |          | 7th February 2005             | <b>ID Code</b> |
| <b>Time of Inspection Visit</b>  |          | 09:30 am                      |                |
| <b>Name of CSCI Inspector</b>  | <b>1</b> | Pam Fletcher                  | 096736         |
| <b>Name of CSCI Inspector</b>  | <b>2</b> | David Kidner                  | 080905         |
| <b>Name of CSCI Inspector</b>  | <b>3</b> |                               |                |
| <b>Name of CSCI Inspector</b>  | <b>4</b> |                               |                |
| <b>Name of Boarding Sector Specialist Inspector (if applicable):</b>   |          |                               |                |
| <b>Name of Lay Assessor (if applicable)</b><br>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. |          |                               |                |
| <b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>  |          |                               |                |
| <b>Name of Establishment Representative at the time of inspection</b>  |          | Tony Mulcahy and Simon Coles. |                |

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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 Farleigh College

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**

Farleigh College is a termly independent residential and day school. It is part of the Priory Educational Services Group.

The school offers on site education and is registered with the DFES as a Special School for pupils with Asperger's Syndrome.

The school caters for up to 48 pupils between the ages of 11 and 16. At the time of the inspection there were 24 boys and 5 girls who were boarding at the school with 9 young people attending as day students.

The boarding areas are all sited in the main school building and are divided into 4 separate residential areas. The main building also contains some of the schoolrooms, kitchen and administration offices.

The school is sited in a rural area and has its own extensive grounds and play areas.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The school offers a holistic approach in caring for the young people placed. The inspectors were able to see evidence that staff know the young people as individuals, and endeavour to meet individual need appropriately. Staff appeared to be caring and professional in their manner and clearly aim to make the experience of 'boarding' a positive one that maximizes opportunities for young people to develop both emotionally and socially, as well as maximizing academic attainment.

The Head Teacher and Head of Care work well together to provide the leadership and support necessary both for the young people and for the staff teams. The feedback received from both young people and staff suggested an 'Open Door' approach where support and advice could be sought as any issues arise.

The feedback from parents was extremely positive in relation to the caring and positive attitude of the care staff. The majority of respondents to parent questionnaires reported high levels of contact between the care staff and parents. With parents feeling well informed, involved and welcomed when visiting the school. One parent expressed gratitude for the way staff had made frequent, contact on a daily basis when the young person concerned had started at the school. The admission process and high level of support given had been commendable.

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The inspectors found that the premises, though in some respects aesthetically pleasing, did compromise the degree of private space offered to young people. This means that some young people share bedrooms and in some of the residential areas not all young people can either sit together, around the dining table or all watch the same television programme on a comfortable chair. (The inspectors acknowledge, that at times it is not appropriate or in the young people's best interests to all sit together at mealtimes)

There are several bathroom areas that provide very limited privacy and space and in one of the living areas showers were not working in another area water temperatures were found to be too hot.

The limited space also compromises the privacy offered to young people when making or receiving telephone calls.

Although the outcomes for young people and their families are in the majority of cases very positive, the inspectors found that systems in place to underpin care practice were lacking in robustness and regularity. Examples of this were where some staff had not received supervision on a regular basis. The inspector also found this shortfall in the development of individual risk assessments. The inspectors are aware that risk assessment processes are under review and that a designated person had recently been appointed to take on this role. Where there are risks staff actions demonstrated an awareness of risk management, but actions were not recorded in the form of a risk assessment process.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The inspectors wish to thank the Head Teacher, Head of Care and all the staff spoken to during the inspection for their helpfulness and for their open approach during the inspection process. It was evident that the school had enabled and encouraged young people to gain sufficient confidence to speak to the inspectors, which a high proportion of them did. Both inspectors wish to express their thanks to the young people spoken to and to the young people who readily showed them around the school premises.

The inspectors found that Farleigh College was a purposeful place, where young people feel safe, and where the high levels of support offered enable young people to develop the skills needed to maximize their potential and to gain confidence in their social abilities. The senior managers demonstrated an openness and honesty with regard to areas where they will continue to seek improvement.

Relationships between the care team and young people's families are clearly, in the majority of cases highly valued. Evidence from parent questionnaires demonstrated a real partnership in meeting the individual needs of the young people who are boarding at the school.



## 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:**

## IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NA

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

| No | Standard | Recommended actions |  |
|----|----------|---------------------|--|
|    |          |                     |  |
|    |          |                     |  |
|    |          |                     |  |
|    |          |                     |  |

## 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  | RS3       | To promote privacy and confidentiality for young people when they make telephone calls it is recommended that current arrangements are reviewed.   | 30/04/05 |
| 2  | RS10      | The Inspectors recommend that the Headmaster reviews the auditing process for the recording and monitoring of accidents, restraints and sanctions used at the school so as to ensure that the processes are as robust as possible.   | 31/03/05 |
| 3  | RS14      | The handling and dispensing of all medicines including 'homely' remedies at the school needs to be reviewed to ensure best practice is in place. It is recommended that the Head Teacher formally request a follow up visit by the Commission for Social Care Inspection Pharmacist Inspector. | 31/03/05 |
| 4  | RS17      | It is recommended that 'Tutor' files and record sheets are signed and dated by the appropriate staff member.   | 31/03/05 |
| 5  | RS23      | It is recommended that where any form of monitoring device is used that this is recorded within the Individual Care Plans as listed in Standard 23.7.  | 30/04/05 |

|   |      |  |          |
|---|------|--|----------|
| 6 | RS26 | <p>The inspector recommends that the following health and safety measures are addressed:</p> <p>Fire drills are undertaken regularly and more explicit records are kept.</p> <p>Water temperatures in bathing areas should not exceed the recommended 43 degrees Celsius; records of the testing of the hot water from showers should be developed.</p> <p>All the recommendations made by the Fire Safety Officer must be undertaken.</p> | 31/03/05 |
| 7 | RS27 | Staff files must contain all the relevant documentation as listed in Standard 27.2.  | 30/04/05 |
| 8 | RS30 | All staff should have regular supervision in line with Standard 30.2   | 30/04/05 |

#### 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   |
|----|--------------------|--|
| 1  | RS25               | It is advised that the school continues to undertake a programme of updating and refurbishment fully taking into account the needs of young people for choice over bathing and or showering. |
|    |                    |  |
|    |                    |  |

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      | YES |
| Pupil Guided Tour of Recreational Areas | YES |

Checks with other Organisations

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

|   |     |
|---|-----|
| Tracking individual welfare arrangements      | YES |
| Survey / individual discussions with boarders | YES |
| Group discussions with boarders               | YES |
| Individual interviews with key staff          | YES |
| Group interviews with House staff teams       | NO  |
| 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)            | YES |
| Answer-phone line for pupil/staff comments    | NO  |

|  |          |
|--|----------|
| Date of Inspection                     | 07/02/05 |
| Time of Inspection                     | 0900     |
| Duration Of Inspection (hrs.)          | 60       |
| Number of Inspector Days spent on site | 3        |

**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

The school has a prospectus and a single sheet 'Statement of Purpose' which is supplemented by a number of policy documents, available both in written form and on a computer disc.

A Student Handbook is made available to new students. This is clearly written and nicely illustrated.

## 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

Young people reported being able to voice their opinions, this was also reiterated by parents who reported being actively encouraged to share their views.

The school arranges school council meetings where young people, (one representative from each residential area) are able to put views forward. The young people are also given 'one to one' time with a pastoral tutor on a weekly basis. One of the inspectors was able to observe school council meetings. Young people had been given decision-making powers, within set boundaries. They had also recently been allocated a sum of money to underpin choices in activity materials.

The inspectors were informed that young people also have a 'Food Committee.' The inspectors noted that the catering manager does not get first hand feedback from these meetings, although she does have regular contact with the care staff teams.

The school has the services of both a Speech and Language Therapist and of an Occupational Therapist. Where there are particular communication difficulties these specialists offer additional support. One of the inspectors met the Speech and Language Therapist, who is increasingly giving support to the care staff as well as to individual young people and as part of the educational provision.

**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?****2**

Records are kept securely locked away and staff demonstrated an awareness of the need to retain files safely. Staff demonstrated that they understood when confidences can't be kept, for instance when child protection issues arise. Young people reported that staff knock on doors, before entering bedrooms. One member of care staff who was spoken to by inspectors discussed the need to be aware of where other team members are, therefore balancing needs to give individual 'one to one' support to young people, and at the same time demonstrating an awareness of safety issues.

Although the care staff try to offer space and privacy for young people to make telephone calls, for example the school holds additional mobile telephones, the inspectors observed in coming calls, which offered young people very little privacy. This is due to the siting of the telephones and due to the limitations imposed by space in the residential areas.

Private space is very limited generally at the school. This is something that the staff work hard to overcome. This was demonstrated during the inspection process, where interviews with staff had to be undertaken in whatever spare area was available. The staff appeared cheerful about these limits, and parents in responses to questionnaires reported being able to visit their sons or daughters in private.

In the event that room searches are undertaken practice is underpinned by a policy held in the young person's handbook.

**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**

Young people told the inspectors that they could speak to staff should they feel unhappy about any issue or have a complaint. The school holds a complaints log; this had 18 complaints recorded, including actions taken and outcomes. The complaints recorded were of a minor nature.

The young people's complaints procedure is recorded in the handbook that is supplied on admission. It was not clear whether all parents had been given the complaints process in writing, as some respondents reported not having been supplied with written guidance on the complaints process.

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

18

**Number of above complaints substantiated:**

X



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

0

**Number of above complaints substantiated:**

0

## 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

The school has an ongoing programme of Child Protection training, which is included in inset days and is taken up by all members of staff. Staff including ancillary staff, spoken to by the inspectors, demonstrated a clear understanding of their responsibilities in reporting any child protection concerns. The Head Teacher confirmed that all staff had received Child Protection Training.

A complaint was made during the inspection process. The Head Teacher reported this to social services. The Commission for Social Care Inspection have been informed of the actions taken by the Local Social Services Department.

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

0

**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 inspectors saw individual young people singly in order to obtain views for pupil questionnaires. Of 19 responses from young people 2 reported currently feeling that they are bullied. The young people also reported that staff take prompt action to address bullying and always speak to those involved.

The Head Teacher and the Head of Care demonstrated an awareness of the need to be vigilant in addressing any incidents where young people felt bullied. They discussed the difficulties that sometimes arise when young people with Aspergers Syndrome speak in a very direct and forthright manner towards each other, and inadvertently cause other young people to feel bullied.

The staff clearly try to keep young people aware of the issues. The inspectors saw a number of eye-catching posters in place, aimed to promote an environment, which is free from bullying.

**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?**

2

The Head Teacher and the Head of Care discussed the current systems of reporting to the Commission for Social Care Inspection and were advised to follow the processes described in Standard 7 of the Residential Special Schools Standards. Should issues arise that are not clear, it was advised that further clarity is sought from CSCI inspectors.

There have been no reportable incidents during the last 12 months. However it came to the attention of the inspectors that a reportable incident in 2003 had not been notified to the National Care Standards Commission.

**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**

0

0

0

0

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 8 (8.1 - 8.9)</b><br><b>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.</b> |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| The school has a procedure of reporting should there been any unauthorised absences. This is not a current issue in the school.   |                      |          |
| <b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>  |                      | <b>0</b> |

## 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? | 3 |
|--|---------------|---|
| <p>The inspectors were able to witness a high standard of caring, professional practice from the staff during their interaction with the young people. Staff were gently encouraging in their approach towards young people and boundaries were applied in an appropriate manner.</p> <p>Staff positively reinforced good behaviours, and the inspectors saw staff offering praise and encouragement to young people.</p> <p>The feedback from parents was exceptionally positive, especially in relation to the care staff.</p> |               |   |

**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 staff reinforce positive behaviours by praise and by rewards if targets are met. The individual residential areas decide, in part what reward systems are in place. The school has an end of day assembly when praise is given for achievements. On Fridays this is extended and young people are awarded Merit Certificates. The inspectors found from observation and from records that individual needs are addressed, including how rewards are given. Students are awarded 'Pupil of the Week' Certificates, this is also extended to 'Pupil of the Term' and is called a 'Champagne Moment'

The school held policies in relation to the use of sanctions and physical intervention and kept records in relation to this. The Inspectors noted that there had been a total of 41 recorded physical intervention incidents at the school in the last twelve months. The physical intervention log contained the name of the pupil, incident number, date and location, behaviour exhibited, intervention used, duration, staff involved, witnesses (if any), injury if sustained and staff signature. The Headmaster or a Senior Member of staff will countersign the documentation in relation to the use of physical intervention as part of the auditing process. However, the inspector sampled some records and it was noted that a body map had not been completed for one incident of physical intervention and on another occasion there was no countersignature of the Headmaster or Senior Member of staff. The Inspectors did not view the staff training records in relation to staff receiving Physical Intervention training.

The sanctions book was also viewed. The book indicated that there had been a total of 146 sanctions since February 2004. The Inspector noted that when sampling some records a sanction had not been recorded. Also, the incident form relating to the sanction had not been dated or signed by a staff member. The inspectors had discussions with the Headmaster as to what a sanction was, as it appeared that a large number of recorded sanctions did not appear to be sanctions.

Records of accidents are kept. However, when the inspector sampled some records it was noted that an injury sustained to a staff member had not been recorded. Documentation relating to the accident had been completed.

The Inspectors recommend that the Headmaster reviews the auditing process for the recording and monitoring of accidents, incidents of physical intervention and sanctions used at the school so as to ensure that the processes are as robust as possible.

## 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

Young people are admitted to the school in a planned manner. The admission process is undertaken in three parts. First an informal visit, followed by the young person spending some time at the school, including overnight stays, and finally by agreement with parents, the Local Education Authorities involved and the school. The young people are supplied with a Student Handbook on arrival.

The arrangements for leaving school are varied, dependant on the individual needs of young people. The school has links with Farleigh 6<sup>th</sup> Form College, with a young adult placement provision, and with the various Local Education Authorities involved. At 15 a transition plan is started for each young person. A connexions worker visits the school on a regular basis.

**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?**

3

Care staff demonstrated actions and awareness that promote school attendance by young people. Inspectors were able to witness young people being encouraged to get up and to prepare for school. This included being encouraged to eat breakfast. Where young people were resistant staff offered gentle encouragement and offered choices. This early morning interaction between staff and young people was very appropriately managed and took into account individual needs.

All the staff, both care and education, are involved in offering care and support to young people during daytime breaks.

The school does not set homework for young people in the residential units. Where one young person had needed to do additional studying a desk had been provided in his room.

The care staff demonstrated that they encourage young people to learn the skills needed for independence. These include supporting young people to do cooking and in some cases to do their own laundry.

**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?**

3

Young people are offered a wide range of activities both as part of the school day and in the evenings. These activities included swimming, horse riding, cinema trips and walks. The inspectors were informed that the amount of outdoor activities available increases during the better weather, as young people are then able to access the use of school playing fields.

At weekends young people have trips to nearby towns, have 'Take Away' meals, visit the cinema and so on.

During the inspection it was commendable to see that every effort was made to take two young people to another school in order to take part in a cross-country run. This was arranged even though staff sickness had caused some difficulties in managing the school timetable.

The young people are also encouraged to pursue interests of their choice, some of the young women at the school had been on a trampoline and one reported going to tai chi. One young person said that they had been taken to play snooker.

The residential areas have access to a number of games, books, televisions and videos. Videos held were all age appropriate. The inspectors observed staff playing various games with young people on a 'one to one' basis.



**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?****2**

Young people's healthcare records were clear and recorded systematically. Some young people register with a local general practice others choose to retain registration within their home area. Arrangements are made for those young people, who are registered out of the area to have access to emergency treatment when necessary.

Where young people had a specific medical condition supporting information was available. However the inspectors felt that where there may have been the need for additional monitoring or otherwise, this needed to be clearly recorded, in accordance with advice from the medical practitioner involved. Following a discussion during the inspection, such advice was sought and supplied to the school. The inspectors discussed with the Head Teacher and the Head of Care, the need to underpin any monitoring practice with a risk assessment approach, agreed in writing with all those concerned.

The school had policy documents in place to underpin the practice of health care management and for the administration of medications. A number of staff recently attended training given by a local pharmacist.

There was evidence on health care files seen that medical, optical and dental matters had been addressed.

A good proportion of staff had undertaken a four day First Aid training course (certificates were not seen at this inspection)

First Aid boxes were in place throughout the residential areas. One box was inspected and was found to be fully replenished.

The inspectors saw a sample of Health Care records. Those seen retained the consent from parents for the administration of non-prescribed medicines.

There were no young people who held their own medications at the time of the inspection.

Medicines were stored securely in a locked cupboard in each of the residential areas. Records are kept of each medicine administered. Two members of staff initial Mar sheets, and specimen signatures are held.

One of the inspectors observed staff administering medication to a young person and noted that medicines were administered by hand. This was discussed with the person who takes lead responsibility for the medical matters; assurance was given that this practice issue will be addressed. The inspectors also found that in one instance, where there are particular difficulties, medications are "laid up" in advance of administration. This matter was discussed during the inspection and the advice of the Commission for Social Care Pharmacist was also sought, with a view to the pharmacist visiting the school at a follow up inspection.

The school holds an accident book and accidents to young people and staff are recorded. The inspectors did hear a minority view, that some of the young people who have particular

psychological problems need more support in accessing specialist support.

**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**

Meals during the school day are eaten in a communal dining room with young people, care staff and education staff sharing tables. The inspectors were informed that a new initiative had been put into place to encourage healthy eating. Meals offered choice and a nutritional balance. The atmosphere in the dining room was pleasant and sociable. Menus are based on a five- week rota and views of young people are sought.

Breakfast and suppers are eaten in the 4 separate residential areas. Not all young people could, in all of the residential areas, sit around the same table, due to physical space. (The inspectors were told that due to the needs of the young people, sitting together does in fact prove too stressful for some young people)

The inspectors observed the young people at breakfast in 2 of the residential areas. This was carried out at the pace of young people, who were gently offered various choices, and encouraged to have something to eat before school. Where young people have particular difficulties the school endeavours to meet need. In one case a young person preferred to cook his own food. Action had been taken to supply him with the raw ingredients so that he could do his own cooking.

The catering manager is pro active in trying to meet dietary and individual needs. Where there are special diets she had met with parents to discuss how needs could best be met. The young people also hold a 'Food Committee.' The catering manager does not currently attend their meetings, but reported having good communication with the care teams.

The young people's views of the food varied, some reported it as good others as variable, two young people questioned the quality of the meat. All spoken to agree that there is sufficient food available, with snacks of fruit and yoghurt available between meals. Chilled drinking water is also available in each residential area.

As part of developing social skills, young people sometimes shop for and prepare meals in their residential areas. One young person was observed cooking cakes on a 'one to one' basis, with a member of staff during the inspection.

**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

Young people wear a school uniform during the day and can wear their own clothes during evenings and weekends. All young people appeared cleanly and suitably dressed. Issues of hygiene are encouraged and sometimes form part of targets that are planned for each young person.

## 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>The inspectors looked at the 'Tutor' records of 4 young people and at the Educational file of one of the 4. Records were clear and reasonably systematically recorded. There were some record sheets that were not dated or signed. For example some behaviour plans. The written input from pastoral tutors varied, from file to file, with some files having no record of contact. Each file seen contained Individual Care, Education and Behaviour Management Plans, and Statements of Educational Need.</p> <p>The inspectors were informed that all the young people are given a pastoral tutor, and that individual tutorials take place every Friday. Some of the tutors are teachers other are care staff members. All the young people reported having tutors.</p> <p>Review records were also retained on the tutor files seen.</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

Of the 4 files seen all contained details as listed under Standard 18.2. Files are kept securely and written evidence demonstrated that young people are given access to files in a planned manner. It was noted that on one of the files seen illustrations and pictures had been used to increase communication for the young person concerned.

**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

A written record is retained of all the young people admitted to and leaving the school. A record is also kept of staff details including their qualifications.

The inspectors also saw an accident log.

Menus had been retained, and the inspectors requested and were supplied with recent menus.

Records of staff rotas are retained (those supplied to inspectors were planned rosters, actual rotas worked were not seen at this inspection)

**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?**

4

Young people at the school are encouraged and supported in maintaining contact with their families. Despite the physical restrictions of having limited space all respondents to parent questionnaires reported being able to see their son or daughter in private.

The feedback from parents, in particularly in relation to care staff, was highly positive with regard to the amount of contact made to families. Parents clearly appreciate the efforts made by staff to keep them fully informed. Also parents appreciated the attitude of staff when they visit the school, and all reported being made to feel very welcome.

Parent questionnaires, in relation to the staff at the school elicited such comments as "first class" "dedicated" "outstanding" "they keep us informed of any problems/achievements." This is commendable.

**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?**

3

The young people have a Transitional Review when they are 15 years old. The inspectors saw evidence that staff try to encourage life skills by supporting young people in learning cooking skills and in doing their laundry. The inspectors were told that due to the rural location of the school semi independence skills, such as learning to travel unsupported, are more difficult to arrange. The Head Teacher and the Head of Care informed inspectors that the processes for moving on from the school were currently being reviewed.

**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?****3**

The inspectors found that staff spoken to demonstrated a good knowledge of the individual needs of the young people resident at the school. Young people who were finding it particularly difficult to mix with the group are given support on an individual basis. This was evidenced by documentation and by observation of practice. The school has its own Speech and Language Therapist and Occupational Therapist. Both work through residential and education settings and give additional support with individual communication needs.

The school operates a pastoral 'Tutor' system whereby young people meet with their tutors on a weekly basis. The levels of communicating these sessions varied, some files held a record of such sessions others did not.

Where young people are 'homesick' inspectors saw from parent questionnaires that every effort had been made to help young people overcome their difficulties.

The school has arranged for an independent person to be available to young people should they want to speak to someone outside of the school. There were lots of notices to this effect around the school. The person appointed in this role has also done visits to the school in order for young people to familiarize themselves with him.

The school provides personal, health, social and sex education as part of the education curriculum.

## 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 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

The school is situated in a rural location in its own extensive grounds. CCTV monitors the outside areas at night in order to maintain security. In addition each floor area has a list of areas to be checked in order to also ensure safety and security.

The inspectors became aware that there are periods in the night when night waking staff undertake laundry duties. At these times an alarm is used to monitor any disturbance. The inspectors discussed the need to underpin any staffing levels with a risk assessment, which takes into account known and potential risks. Additionally where monitoring devices are used this should be recorded in line with Standard 23.7.

The Fire Brigade visited the school in January 2004. Recommendations were made but no time scales were set. This is highlighted in more detail in Standard 26.



**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 have a continued programme of updating, refurbishment and maintenance in the residential areas.

The majority of pupils at the time of the inspection had single rooms, a small number of young people share rooms. (Sometimes, opting to share) Whilst this did not appear to upset young people the inspectors found that it did compromise the degree of privacy offered. The accommodation area for the young women, whilst aesthetically 'homely' offered little additional room for manoeuvre should young women particularly need additional space and privacy. Two rooms in this area were seen. One was shared and the other was very small.

Day pupils are linked to residential areas. Again this is in part due to limited space.

At the time of the inspection the school was undertaking a programme of replacing the beds. It was noted by inspectors that some of the older beds are small both in width and length. During this programme of refurbishment some young people have been given lockable facilities. Other young people have no secure facility to store personal possessions.

The siting of the telephones in the residential areas limits the ability of young people to make and receive private telephone calls. The school does have a small number of mobile telephones available to those young people who do not own a mobile telephone.

Young people are encouraged to personalize bedrooms and all have their own pin board.

**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?****2**

The bathrooms, toilets and showers were limited in space and did not offer young people complete choice and privacy. One example was the bathroom area for the young women. The showers had not been working for some time and did not have a lockable mechanism. The inspectors were told that the young women use the bath, and at the present time this does not present a problem.

**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?****1**

The Inspector met with the designated school Health and Safety Officer (HSO) during the inspection. He commented that the main priority is to implement the organisation's Health and Safety Policies that were identified in April 2004. From this an Action Plan has been developed and discussed with the Head of Care. The Team Leader of each living area had started to complete environmental risk assessments and forwarded these to the HSO for further comment and agreement. The HSO stated that it is expected that all environmental risk assessments will be completed by 31.3.05. The Inspectors noted that risk assessments had been completed for activities such as swimming. However, individual risk assessments for young people could not be located at the time of the inspection, so as to underpin safe working practices when escorting young people who may become challenging at such activities. However, the school has subsequently supplied an index of listed risk assessments for each living area and young person. It is recommended that these risk assessments are regularly reviewed.

Lone Working Risk Assessments need to be completed in relation to night staffing levels.

The Inspector viewed some records in relation to fire safety. The Fire Officer visited the school in January 2005. The letter viewed from the Fire Service dated 17.01.05 stated that "a satisfactory standard of fire safety was evident". There were four recommendations made, with no set timescales. At the time of the inspection the inspector noted that two of the four recommendations had been met. The HSO stated that all recommendations are in the process of being addressed. A Fire Risk Assessment was viewed dated 03.09.04. The inspector was not able to view documentation in relation to fire drills having been undertaken. The school is now employing Quadron Serviced Ltd to test and maintain the escape, detection and fire fighting appliances in the school. Portable Appliance Testing was conducted in March 2004. The Electrical Hardwiring Certificate is dated 03.11.03. There is no gas on site. It was noted that the water temperatures in some bathing areas are exceeding the recommended 43 degrees Celsius. There is no record of the testing of the hot water from showers. Both these matters need to be addressed.

## 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?

1

A sample of 4 staff personnel files was inspected. All held CRB checks at an enhanced level. It was noted that some staff files did not contain all the relevant documentation as listed in Standard 27.2.

There was evidence that there had been some early starters, with staff working in a supernummary capacity until clearance had been obtained. The inspectors were assured that this no longer happens, and it appears that there may have been some misunderstanding of earlier CRB advice.

Total number of care staff:

X

Number of care staff who left in last 12 months:

X

**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

The actual rotas worked were not seen at this inspection although recent planned rotas were supplied. Staff spoken to during the inspection reported adequate levels of staffing during the day and inspectors observed staff providing 'one to one' care with some young people in the evenings.

The current arrangements for night staff are for 3 members of staff to work per shift. The inspectors were told that these levels are always achieved. On rare occasions when levels have been reduced in the past, a substantial number of young people had evidently been on home visits. The inspectors got mixed views regarding the adequacy of the numbers of staff on shift at night. In addition inspectors felt concerned about staff having to undertake laundry duties in the basement. The inspectors advise that staffing levels at night are underpinned by a written risk assessment taking into account, staff numbers, known and likely behaviours of young people, the use of the monitoring device, visits to the laundry and any risks posed by individual young people's needs.

Senior staff are on call on a rotational basis in order to support staff.

**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

The school has an induction programme in place and newly appointed staff have the support of a mentor (buddy) The inspectors saw the induction pack of one newly appointed member of staff. The mentor had signed with the staff member to say that certain tasks were accomplished, but in the spaces for line manager signature, the area had been left blank.

The inspectors found that Child Protection training is given to all staff, including ancillary staff. Staff spoken to demonstrated a good knowledge of their responsibilities in the event that child protection issues arise. The majority of staff also receive training on Aspergers Syndrome. A good proportion of the staff had received a 4-day First Aid training. Staff on a 'rolling' programme basis take up other training modules during inset service days.

**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?****2**

Staff reported a high level of informal support from both within their teams and from senior managers. The inspectors observed evidence that both staff and young people could approach both the Head Teacher and the Head of Care as and when necessary.

With regard to formal supervision the inspectors found that some staff had received little or no supervision. In addition the inspectors found that amongst a minority of staff there was little understanding of what supervision means.

Staff meetings occur regularly, with teachers meetings daily, including a Senior Manager to share any issues from the residential areas. Within the residential side of the school, 'hand over' meetings occur when staff change shift.

Meetings for all staff are arranged on a weekly basis. Meetings within the individual residential areas follow these.

The inspectors found that, possibly due to shift commitment, night staff never attend these regular whole school meetings, although they do attend inset days at the start of every term.

## 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 Teacher and the Head of Care provide good leadership and the inspectors felt that they work well together. The Head Teacher was described in feedback from staff as having a 'hands on approach.' Where there are shortfalls in systems, for example in staff supervision, the Head had been proactive in acknowledging gaps and reassured inspectors that measures to redress shortfalls will be undertaken.

The Head of Care is currently working towards NVQ level 4 but due to a change in the programme of the delivery of the NVQ process, initial progress had been halted for a period. The majority of care staff are also progressing with the NVQ level 3 process. Again the process was halted for a period as the programme of delivery was altered.

Although the inspectors did not see the rotas actually worked, feedback from staff, and observation of practice, demonstrated that staffing levels are sufficient to ensure that there is adequate time to ensure that handovers, staff meetings, care programmes and reviews are undertaken.

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

0 %

**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?**

0

This was not inspected at this inspection.

**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?**

3

A representative of Priory Education Group had undertaken monitoring visits to the school and reports had been compiled. The last record of a visit was dated December 13<sup>th</sup> 2004.

At the time of the inspection the inspectors noted that in the Head Teachers review and action plan a target had been made to re engage the Governing Body and that a meeting was proposed for the spring term.

**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**

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**Signature**

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**Date**

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**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 February 7<sup>th</sup> –9<sup>th</sup> 2005 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

YES

Comments were received from the provider

YES

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

YES

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

YES

**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 March 16<sup>th</sup> 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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 Mr Tony Mulcahy of Farleigh College, Newbury Manor, Newbury, Mells, Frome, Somerset, BA11 2AB 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 Mr Tony Mulcahy of Farleigh College, Newbury Manor, Newbury, Mells, Frome, Somerset, BA11 2AB 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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