



Making Social Care
Better for People

inspection report

Boarding School

Brymore Secondary Technical School

Cannington

Bridgwater

Somerset

TA5 2NB

18th April 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

Brymore Secondary Technical School

Address

Cannington, Bridgwater, Somerset, TA5 2NB

Tel No:

01278 652369

Fax No:

01278 653244

Email Address

education@somerset.gov.uk

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

Somerset County Council (Education)

Name of Head

Mr Malcolm Lloyd

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

N/A

Date of Inspection Visit		18th April 2005	ID Code
Time of Inspection Visit		08:30 am	
Name of CSCI Inspector	1	Pam Fletcher	096736
Name of CSCI Inspector	2	Richard Horrobin	072843
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR M DLLOYD AND MS C MASKELL	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie 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 Boarding 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.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Brymore Secondary Technical School.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Brymore is a Secondary Technical School, for boys. The school was established by Somerset Education Committee and opened in September 1952. It moved to foundation status in 1999. The school site is based in a large country house, which is subject to Grade 2 listing. The school includes over sixty acres of farmland.

The school offers a unique opportunity for boys between the ages of 13-16 years to develop skills in farming, horticulture, engineering and sports, in addition to subjects set by the National Curriculum.

The ethos and philosophy of the school is to enable students to develop resilience, responsibility and resourcefulness.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The inspectors found a committed caring staff group that worked hard to meet individual students needs, enabling students to maximize opportunities both in school and socially.

All the staff spoken to during the inspection process showed evidence of a real and genuine commitment towards caring for students. This view was reinforced by the feedback received from both students and parents. Where students had particular needs or difficulties all the staff spoken to and observed were caring and creative in approach.

The inspectors found a real sense of teamwork at the school. Staff felt valued and all those spoken to reported being able to approach the Head Teacher and Senior Management team whenever difficulties arise. This 'open door' approach was in evidence during the inspection and many students clearly felt quite comfortable in coming to see senior staff. One student informed one of the inspectors that 'Brymore is different, staff respect pupils.' Many students had experienced previous schools where for whatever reason they could not 'fit in' or cope.

When pupils were ill, or indeed just needed someone to talk to the school matrons provided a caring, committed service. All the students spoken to valued matrons and this view was also reinforced by pre inspection feedback gained from questionnaires.

The inspectors shared a number of meals with students, and despite receiving mixed views on food, found the food delicious, and suitably nutritious.

The inspectors were impressed with the huge variety of activities and opportunities offered to students and with the commitment of staff who encouraged students to try out new activities and experiences

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school's boarding houses were situated at 2 sites. One in the school's main building the other in the nearby village. Both boarding houses offered large dormitories, which were crowded and lacking in personal space and privacy. Whilst the inspectors acknowledged that students spent little time in their boarding houses, some students told inspectors that they felt that the lack of personal space caused aggravation between students and certainly the cramped accommodation did not lend itself to making boarding houses feel 'homely' and welcoming.

The majority of the showers used were in the cellars of the largest boarding house, situated on the school site. These facilities totally lacked privacy, in some cases showers were not adjacent to changing and toilet facilities and were reported to be cold. Although clean, the shower areas looked very difficult to maintain in a hygienic state.

The school had a reasonable number of telephones available to students. These offered students little in the way of privacy to make calls. Some students told inspectors that they were overheard, interrupted by other students and could not make telephone calls in peace.

The school was organised into three 'Houses.' Each 'House had its own sitting area. The houses cut across the boarding house identification and were also used by day students. Whilst recent measures had been introduced to create a more comfortable 'homely' atmosphere, nevertheless further improvement and soft furnishings would add to creating a more comfortable space for those boarders not otherwise engaged on activities.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection process was carried out over the course of three days by two inspectors. Evidence was gained by observation, talking to students and staff, looking at records and files, by pre inspection questionnaires and by letters received from parents. The inspectors would like to thank staff and students for their helpfulness and open approach. The inspectors were impressed by the way the students talked openly. They were very polite and clearly take a good deal of pride in their school.

The inspectors found evidence that Brymore offers a unique experience to students. This experience is underpinned by the commitment, teamwork and creativity of staff who did their utmost to meet individual students needs, enabling them to grow and to develop self-confidence and maturity.

The inspectors found that boarding house provision totally failed to meet the necessary standards, due to the size of some dormitories and lack of personal space, inadequacy of some beds, lack of privacy in toilets, showers and telephone areas. Whilst overall the experience of boarding was unique and clearly valued by the majority of students the inspectors feel that the poor quality boarding facilities lead to some students feeling unhappy and more homesick than they would have been if facilities were better. Younger students particularly felt unhappy in some of the dormitories, with older students taking a much more philosophical view of poor facilities.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action 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 Boarding 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	BS3	All Child Protection issues should be recorded including outcomes.	15/05/05
2	BS5	Students, parents and staff should be made explicitly aware of the complaints procedure. The outcome of complaints should be recorded.	15/05/05
3	BS38	The recruitment process should incorporate identity checks, and second references. A record should be held of the interview notes.	15/05/05
4	BS40	The school needs to continue to promote the implementation of a strategic plan to improve boarding facilities.	September 2006
5	BS42	The density of beds in dormitories should be reduced and sufficient space should be made available to provide individual wardrobes.	September 2006
6	BS43	Students should have the opportunity to study in private in addition to organised prep time.	September 2006
7	BS44	Toilet, washing and shower facilities should be easily accessible from dormitories. Showers need to be arranged so as to provide privacy and consistent water temperatures.	September 2006
8	BS45	Changing facilities should be of a decent standard and should offer privacy.	September 2006

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	BS19	The soundproofing of telephones should be enhanced.
2	BS23	Systems for monitoring records of risk assessments, punishments, complaints and accidents should be formalized.
3	BS41	The security vulnerability should be kept under review by a risk assessment process.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been 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 and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
	NO
	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	17/04/05
Time of Inspection	0830
Duration of Inspection (hrs.)	63
Number of Inspector Days spent on site	3

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

**FRO
M**

13

TO

16

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:

Boys	138
Girls	0
Total	138
Number of separate Boarding Houses	2

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 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)

"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.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence

Standard met?

3

The school had a prospectus and a Statement of Boarding Principles and Practice. The inspectors were informed that the school prospectus was currently being reviewed. The inspectors advise that any revision in the prospectus should include the fact that the school has a complaints procedure.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

The school had an anti bullying policy and staff took issues of bullying seriously. Some of the younger pupils reported issues described by them as bullying. Students told inspectors that they could talk to staff if issues arose and that they were listened to and action taken. One student told one of the inspectors that he felt that problems arose between students, due to the aggravation of living in a dormitory that offered little space. Prefects and monitors felt able to intervene in potential bullying and report to teachers any issues of greater concern.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

72

%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

2

One of the Deputy Head Teachers held the role of Child Protection Co-ordinator. The inspectors found that the school's policy document underpinning the reporting of any concerns or issues clear, readable and comprehensive.

The school had an Area Child Protection Committee Handbook, however not all staff showed evidence that they knew of its existence. This was discussed at inspection feedback and the inspectors were given the assurance that the most recent copy had been obtained, during the inspection and would be made available to all relevant staff without delay.

There had been 3 concerns, potentially linked to Child Protection/welfare issues. These had been recorded appropriately, including actions and outcomes taken. One further concern discussed had not been logged in this way and it was advised that in future any concern, at whatever level is recorded on file to include actions taken and outcomes.

Staff spoken to during the inspection had been provided with written guidance on reporting issues of concern; some had attended inset service days, which included child protection training. There was a system for cascading staff briefings after each annual review of the school's Child Protection policy. Some staff were unable to recall this having happened. As part of their induction new staff were required to go through the Child Protection policy with their line manager and with the Child Protection Co-ordinator.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence**Standard met?**

4

The school philosophy was to encourage, praise and reward good behaviour and the systems in place to do this were clear and well known to both students and staff. Rewards did not just relate to academic or educational achievement but also to sustained effort and progress. Commendations were gained and final stages include being awarded Governor's cups.

During the inspection the Head Teacher gave commendation certificates to students during assembly. Applause was given and students were clearly pleased at their own achievements and the achievement of others.

The school held a clear policy on discipline and punishment. Punishments were relatively low level and included such things as cleaning the mini bus and losing commendations.

The behaviour of students observed during the inspection was exemplary, the impression was that students were fully engaged in their work and activities, and really had no time or inclination to misbehave.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
<p>The school held a complaints procedure and young people said that they could raise any complaints or issues with staff.</p> <p>It is recommended that the complaints procedure is made explicitly available to students, parents and staff and that parents and boarders are informed how they may contact the Commission for Social Care Inspection should there be concerns over welfare.</p> <p>The inspectors discussed with the Head Teacher and one of the Deputy Heads, the need to record complaints, to include actions and outcomes in line with Standard 5.5.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>Students at the school were separated into Tutor Groups which all met regularly on Monday mornings. The timetable for these tutor meetings included the topics relating to health education and substance abuse. In addition a number of staff, including the school matrons had a pastoral role within the school and offered advice and support in promoting good health.</p> <p>The inspectors saw lists of telephone help lines placed around the school. These lists included specialists involved with various health care issues.</p> <p>The school had an anti smoking policy. This included staff.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>The school had a sick bay, which was run by three 'Matrons' and a Senior Matron. Before admission parents filled in a medical sheet which held relevant health and welfare information, including notable medical conditions and allergies.</p> <p>Records included contact numbers and authorisations to First Aid and the administration of non- prescribed medicines.</p> <p>Records were stored securely in the matron's office.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

The Head Teacher and 2 Deputy Head Teachers provided clear leadership to staff and were very involved in the practice and development of boarding in the school. These senior members of the School Management Team lived in the school grounds and rotated to provide 'on call' back up to the boarding houses in after school hours.

The Head Teacher had been in post since September 2003 and had reviewed the development of boarding and prepared a report for the Governors.

The school's governing body had recently taken an increasingly active role within the school. Governors were linked into departments and took certain roles within the school.

The resident staff involved in boarding, were all very experienced. Some had undertaken Boarding School Association training.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence

Standard met?

3

The school had a guidance sheet titled 'What do you do if...?' this was provided to staff as part of their induction.

The value of having a system for providing staff with parent contact numbers whilst out on school trips was discussed.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence**Standard met?**

3

The 2 boarding houses were furnished to a similar level; however, the smaller of the two, by virtue of its size provided accommodation that students describe as more 'homely.'

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?**

4

The inspectors were impressed with the wide variety of activities made available to students at the school. Sporting activities on offer included rugby, hammer throwing, long jump, volley-ball, hurdling, running, fitness workshops, hockey, dry ski slope, table tennis, the use of the school swimming pool (in summer), blacksmithing, coppersmithing, welding, young farmers club, clay pigeon shooting, horse riding, Duke of Edinburgh Award Scheme, drumming and chess. Young people had access to computers (under guidance and monitoring), televisions, a library and a number of board games.

The school operated for six days per week. A minority of parents expressed the view that activities at the weekend should be more structured, however the inspectors felt that in view of the highly structured week, students should be given the opportunity to relax on Sundays. It was noted that there were some activities available on Sundays.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?**

3

The school operated a prefect and monitor system, and students and staff informed inspectors that views were cascaded to senior staff via prefects. Whilst this appeared to be effective it is advised that the school consider the possibility of having a 'School Council' with representatives from all age pupils. The Head Teacher did elicit pupil views on bullying by use of a questionnaire.

Students said that they are able to put their views forward. One student said that food had improved due to student suggestions.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence**Standard met?**

3

The prefect/monitor role in the school played an important part in enabling young people to develop maturity and learn to take responsibility. Prefects and monitors were elected with a good deal of thoughtfulness and senior staff demonstrated an awareness of the need to monitor the progress and development of those students given these roles.

Prefects and monitors at the school were supervised and directed in their duties by a member of staff. Where students had not been given the role of prefect or monitor they were sometimes given the opportunity to take on a level of responsibility for certain tasks. For example if the prefect or monitor were absent, an older student could have been given the task of reporting any difficulties in the dormitory to resident house staff.

The roles and responsibilities of prefects and monitors were clearly underpinned by written policies and one of the Deputy Head Teachers held meetings with them to ensure that they understood their role.

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence**Standard met?**

3

All the students at the school were put into one of three houses. (These were pastoral care groups including day students, not boarding house groups) House meetings with tutors were held every Monday.

Feedback both orally and from pupil questionnaires demonstrated that students felt able to talk to various members of staff if they had issues or concerns. Students often talked to the school matrons and were made to feel very welcome if they presented themselves at the school surgery, just to talk. Some students reported being able to talk to resident house parents, to the Head Teacher and to both Deputy Head Teachers. This was observed during the inspection process.

More recently the school had appointed an independent listener, who was also a member of the school governors.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- **Boarders receive first aid and health care as necessary.**
- **Boarders are adequately supervised and looked after when ill.**
- **Boarders are supported in relation to any health or personal problems.**
- **Boarders do not experience inappropriate discrimination.**
- **Boarders can maintain private contact with their parents and families.**
- **Boarders' possessions and money are protected.**
- **New boarders are introduced to the school's procedures and operation, and are enabled to settle in.**
- **Boarders' welfare is protected in any appointment of educational guardians by the school.**
- **Risk assessment and school record keeping contribute to boarders' welfare.**
- **Boarders receive good quality catering provision.**
- **Boarders have access to food and drinking water in addition to main meals.**
- **Boarders are protected from the risk of fire.**
- **Boarders' welfare is not compromised by unusual or onerous demands.**
- **The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.**
- **Boarders' safety and welfare are protected during high-risk activities.**
- **Boarders have appropriate access to information and facilities outside the school.**

Standard 15 (15.1 - 15.14)
Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence	Standard met?	2
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A number of the staff at the school had received First Aid training. A list of First Aiders was on prominent display. (First Aid Certificates were not inspected.)

The matrons, who were located in the school sick bay, had good links with the local medical centre and students were all registered with a local General Practitioner. Optical and dental treatments were undertaken during school holidays, but if necessary emergency dental treatment was accessed.

Medical arrangements were made for young people by one of the four Matrons. Young people chose whether or not to be accompanied to see the doctor, and were also able to request a female doctor.

Parents reported having good contact with 'Matrons' and clearly valued the input they had in looking after the welfare of students at the school.

All medicines except for one homely remedy, were given by matrons, in the sick bay area. Communication between the matrons and resident house staff appeared to be good, with any concerns passed over verbally and in writing.

Where students self-administered medicines, procedures were clear, organised and understood by all concerned.

Storage arrangements for medicines were organised and systematic.

At the time of the inspection the systems of recording both prescribed and un prescribed medicines did not include the addition of the signature of the person giving the medicine to the student concerned. Additionally where there had been verbal instructions to alter doses of prescribed medicines (from parents) conversations had not been fully recorded. In one case the dosage on medicine labels did not correlate with amounts given. The inspectors acknowledged the strengths of the systems in place but suggested that the Commission for Social Care Pharmacist Inspector make an additional visit, in order to advise on reviewing the systems of recording medicines given.

The medical records of 4 students were seen. Authorisations to non prescribed medicines and to the administration of First Aid were held.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

The school sick bay had 4 beds for students who felt unwell. These were situated near to the Matron's office. In the normal course of events students who were ill went home and those who stayed in sick-bay due to minor illness returned to their boarding houses in the night. In the rare event that boarders stayed overnight in the sick bay they could access resident staff via a bell press.

The school Matrons were on duty from 8am until 10pm at night.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence**Standard met?**

3

Students who had significant health problems were supported and managed appropriately by Matrons and staff. Where particular problems had been identified, records demonstrated that additional resources had been sought. For example where a student needed individual support to allow participation in activities that posed a high risk.

For some students 'Pastoral Support Plans' had been devised.

A policy was held to underpin sensitive practice in managing and supporting students who had enuresis.

Staff at the school recognised that some students experience 'homesickness.' Staff demonstrated an awareness of the need to look out for this and to try to support students who were unhappy.

The school had recently developed a school counselling service and staff demonstrated an awareness of the benefits that this had for some students.

Records showed that outside specialists had been accessed for regular assessments and reviews, for example assessments made by Speech and Language Specialists.

There appeared to be very close working arrangements between the staff responsible for 'Behavioural Support Plans' 'Education Plans' and matrons.

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
The school prospectus described a commitment to anti discriminatory practice. Where a minority of young people did not 'fit' into the group easily staff spoken to demonstrated awareness and sensitivity. Senior staff had taken an issue of racism very seriously and had acted accordingly.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
Although there were a number of telephones available to students, they were sited in areas that did not afford young people privacy. One of the telephones had a door, but students reported being overheard by others.		
Parents reported having good contact with the school, and one parent said that young people were able to telephone home frequently at various times throughout the day.		
Help lines were clearly displayed in the event that students needed to make contact.		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	4
The school had a 'banking' service for students. Accounts were kept, and students supplied with Brymore checkbooks. This enabled students to carry manageable amounts of money around with them but gave them access to more of their own money when necessary. They were supplied with statements and at times had requested overdrafts! (refused). The member of staff responsible had liaised with parents and worked with them to make pocket money amounts sensible and equitable. Where a student had not received any pocket money staff had made contact with parents and facilitated a positive outcome.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
Prospective pupils visit the school for a day and undergo an interview in order to assess their level of educational and support needs. Students confirmed that they had had an introductory week where they remained with their house group, were familiarized with the school and the buildings. During this introductory phase students did activities but not lessons. Students were also given a guide/mentor from older pupils who helped with this settling in process.		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The school did not use guardianship arrangements.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	2
There was a strong ethos of senior staff working together as a team and strong indications that all were aware of any punishments, complaints or accidents. There was no formal system of monitoring these records and it is recommended that this be put in place.		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
<p>The school used a company called Pro Serve who supervised and managed all catering arrangements. The inspectors shared a number of meals with pupils; these were nicely served, tasty and nutritious. The salad bar available at lunch times was excellent, with a real variety of salad and choice of meat, fish or omelette available. In addition to this there were another 2 choices of hot food. A vegetarian option was also available and the catering manager demonstrated a good awareness of meeting the needs of young people with special dietary requirements.</p> <p>Young people had mixed views on meals, which resulted in pre inspection surveys reporting food as average. Although young people had access to snacks, at frequent intervals throughout the day, some students told the inspectors that they are hungry later in the evening. The inspectors were aware that some young people were involved in very physical extra curricular activities until after 9 pm and were told that the last snack (apart from vending machines) was available at 7.30pm.</p> <p>All meals were taken in the school hall and meals observed were happy and relaxed.</p> <p>The school kitchen had been inspected by the Environmental Health Department and no concerns had been raised. One of the inspectors saw the kitchen, which was spotlessly clean. Food was stored appropriately and fridge and freezer temperatures had been recorded. The catering manager reported that all staff received Food Hygiene training.</p>		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
Boarders had access to drinking water, and water in bathrooms was clearly marked as suitable for drinking. Snacks were available to students via vending machines, and the general view was that students had sufficient money to purchase snacks if needed. Any opportunity for students to prepare food was limited.		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
Fire Safety checks were made in the boarding houses and recorded in a logbook. Students demonstrated a good awareness of fire exits and of the procedures to follow when they heard the fire bell. Dressing gowns and slippers were kept at the end of beds, in the event that the fire bell sounded in the night. The Fire Authority had made recommendations in 2002 these had been acted upon and the Somerset County Council Fire Risk Assessor confirmed that the school was fully compliant.		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	4
All students took it in turns to do early morning milking and care of stock. This entailed starting at 06.30 hours. This activity was observed and all young people appeared to be very enthusiastic about this special aspect of school life. The level of activities provided had the potential to contribute to an onerous regime. It was very apparent that the sense of fulfilment gained and the level of staff monitoring contributed to young people not perceiving the regime as onerous.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
Not applicable		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
By its very nature the involvement of students in the running of a farm throws up a considerable number of high- risk activities. There was a very real appreciation of this and staff and students were found to adhere to a high standard of health and safety. Risk assessments were in place and a new risk assessment tool was in the process of being implemented. The role of Governors had recently been reviewed and their accountability for health and safety had been recognised.		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	3
The school held a selection of newspapers and magazines in the library and students all had access to televisions in their house sitting rooms. The majority of students were very involved and engaged with on site activities, however where a student had a particular interest outside of school this was supported. At the time of the inspection one young person went to bell ringing in the local village. The school had received visits from the community and has had open days with a number of events carried out in the school grounds.		

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence	Standard met?	3
<p>The numbers of staff available to students outside of teaching times were dependant on the activities that were being offered. As well as duty house staff, resident house staff, youth workers and gap student's, peripatetic workers offered and oversaw specialist activities. Although there was only one member of staff, plus a gap student in one of the boarding houses, senior staff resided on the school campus and provided back up support on a rotational basis. Boarders and staff did not report insufficient staffing levels although a minority of parents felt that staff, able to drive the school mini bus, should be available at weekends for those students unable to go home.</p>		
<p>The students at the school demonstrated an understanding of expectations on them and staff showed evidence of monitoring the whereabouts of students and of checking that they were all present at appropriate times.</p>		

Standard 32 (32.1 - 32.5) Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.		
Key Findings and Evidence	Standard met?	3
The school had a policy and procedure in place for students to 'sign out' when going to the nearby village. Students were not allowed to go out alone and appeared clear about expectations and routines. The use of gap students was clearly underpinned by the school's policies. One of the gap students confirmed that he is not allowed to take responsibility for young people or to supervise them on his own.		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
The students spoken to during the inspection demonstrated a good awareness of how they could access help during the night should problems arise. All students knew where to access staff and the system for the dormitory monitor to alert resident staff should problems or illness arise.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
Some of the staff spoken to during the inspection reported having received an induction pack and being taken through this with their line managers. Two of the boarding house staff reported having attended Boarding School Association training and the inspectors were informed that school matrons had also attended various BSA conferences. (staff training and supervision records were not seen at this inspection)		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
A boarding handbook containing policies and procedures relating to boarding practice was available to staff.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>There was evidence from feedback and from observation that staff and student relationships were generally very good. One inspector was able to observe students returning to their boarding house after activities. The students were relaxed, happy and chatted easily and freely with house parents. Where a student had broken a school rule, action by the housemaster was appropriate and fair. Students commented on the efforts made by the house parents and the way in which they tried to create a 'homely' atmosphere.</p> <p>A number of students also valued the high level of input made by the housemaster at the other boarding house. They clearly appreciated the time and effort that he put into encouraging young people to engage in new sports and challenges.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Students were woken in the morning by their dormitory monitors and where a member of staff had, for whatever reason gone into dormitories, students confirmed that they always knocked before entering.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>A random sample of 4 staff recruitment files were seen during the inspection. All new staff had been taken through the Criminal Records Bureau process at an enhanced level.</p> <p>The inspectors were unable to verify, from records held, that all measures relating to the recruitment process, as described in Standard 38.2 had been adhered to. There were no records of checks made relating to proof of identification, interview notes and in some instances second references had not been obtained.</p> <p>The file of the gap student held the equivalent of a CRB check but no other element of checks as described in Standard 38.2. These should be requested from the agency.</p>		

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence

Standard met?

3

Of the staff files seen there was no evidence that recent appointments had commenced until CRB checks had been completed. The Head Teacher confirmed that all new staff were taken through the CRB process prior to starting employment.

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

2

The accommodation although clean, was basic with no adjacent recreational/living areas. Several dormitory areas were large, with a high number of beds in situ, and very little space provided between beds. Some boarding areas did not appear to have been redecorated for some time, and there were general signs of wear and tear in evidence.

Students described considerable variations in the heating arrangements.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

3

The boarding accommodation is provided at two sites. One of the sites was situated in the main school. A fire exit surrounds all the windows on the first floor. Protection from unauthorised access was promoted by the use of security lights. There had been no evidence of unauthorised access compromising the security and safety of boarders. This security vulnerability needs to be kept under review through a risk assessment process.

Standard 42 (42.1 - 42.14)

Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence**Standard met?**

1

The boarding houses were very clean although some areas did not appear to have been re decorated for some time. Some of the dormitories were very large, with beds close together. Each young person had a locker and access to part of a wardrobe. Some young people reported that locker keys were ineffective and could be used on various lockers, not just their own. A number of young people reported that the beds were narrow, not long enough and generally uncomfortable. One bed examined appeared very unstable and rocked.

The dormitories offered little personal space or privacy and the younger students in particular felt that they are overcrowded and uncomfortable to sleep in. A minority of students had personalised their dormitories with posters, but the majority appeared very bare.

The lack of space and facilities represented a stark contrast with the warm caring ethos of the school.

Standard 43 (43.1 - 43.2)

Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence**Standard met?**

2

The current boarding arrangements offered no space for personal study in or near dormitories and homework is done in the classrooms or gym. At the upper end of the school year 12 students had more space and a desk available for personal study.

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?**

1

The boarding houses did not offer sufficient toilets to meet Standard 44.1. Some younger students reported that older students were able to climb into the adjacent toilet and look in at them. (Standard 44.3) All of the locks tested were in working order. Some toilets did not hold soap available for hand washing. There was a bath available at one of the boarding houses. This could not be used in private as it had a clear glass panel in the door, and also had no lock on the door.

The main showers were situated in the cellar of the on site-boarding house. These showers although clean, were very dated with exposed pipes, a very poor state of decoration, low ceilings and poor lighting. Showers totally lacked any form of privacy and were not adjacent to changing and storage areas. Students reported that after the showers are used for a short time, they become cold. This disparity in temperature usually meant that the younger students got cold showers. Older as well as younger students confirmed this problem with shower temperatures. The students used these particular showers as of necessity as they needed frequent daytime showers when undertaking work on the farm, sport or engineering activities. As with the dormitories younger pupils were the most unhappy about facilities, with older students stating that "you get used to it"

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

1

Daytime changing facilities were of a very poor standard and offered no privacy to students. Storage space was poor and facilities were not adjacent to showers and toilets.

Standard 46 (46.1 - 46.6)

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence**Standard met?**

3

The boarders at the school had access to large recreational areas on the school campus. Where there were risks to safety, areas are kept out of bounds. One example was the school swimming pool, which was used strictly under supervision during the summer months. The students had access to their own house common room. These had been subject to recent improvements with the introduction of settees. At the time of the inspection one of the common rooms did not have the benefit of settees.

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence**Standard met?**

3

The school had established a good working relationship with the County Council Health and Safety Risk Assessor. Annual health and safety audits had been conducted, teaching and ancillary staff received health and safety training. Not all windows had safety glass or laminate fitted, some windows on the first and second floor could not be fitted with restrictors because the windows served as a secondary fire exits. There was good level of staff supervision of high-risk areas and students demonstrated a clear understanding of which areas and activities were out of bounds without staff supervision.

The school was in the process of implementing the use of a new risk assessment recording tool.

Standard 48 (48.1 - 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

Key Findings and Evidence**Standard met?**

3

The arrangements for students that are ill were that parents are alerted and arrangements made for them to go home. For minor illness the school has a 'sick bay', which is supervised by one or two matrons throughout the day. After 10pm Matrons go off duty and the responsibility for care is passed to the Resident House Master. In the normal course of events boarders return to sleep in their allocated boarding houses. In exceptional circumstances they had, in the past remained in the sick bay. This was close to the Resident House Master's living area and students had access to him by a call bell.

Standard 49 (49.1 - 49.3)

Adequate laundry provision is made for boarders' clothing and bedding.

Key Findings and Evidence**Standard met?**

3

The laundry was organised and undertaken by matrons and ancillary staff. Students changing their own bedding were aided and assisted in the first instance by staff. All the pupils seen were cleanly and smartly dressed when in uniform, and wore appropriate protective clothes when working in the farm or in the engineering department.

Standard 50 (50.1 - 50.2)

Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.

Key Findings and Evidence**Standard met?**

9

Not inspected.

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence**Standard met?**

0

Not applicable.

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

0

Not inspected.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 18 April 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	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

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 7 June 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	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Malcolm LLoyd of Brymore Secondary Technical School 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 Malcolm LLoyd of Brymore Secondary Technical School 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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

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