

# inspection report

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

## **Edington & Shapwick School**

Mark Road

Burtle

Bridgwater

Somerset

TA7 8NJ

9th March 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**

Edington & Shapwick School

**Address**

Edington & Shapwick School, Mark Road, Burtle, Bridgwater,  
Somerset, TA7 8NJ

**Tel No:**

01278 722012

**Fax No:**

01278 723312

**Email Address:**

edington@edingtonshapwick  
.co.uk

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

Mr Jon Whittock

**Name of Head**

Mr Jon Whittock

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

29/04/03

<b>Date of Inspection Visit</b>		9th March 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09: 00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Pam Fletcher	096736
<b>Name of CSCI Inspector</b>	<b>2</b>	David Kidner	
<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> 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>		Jon Whittock and David Walker	

## **CONTENTS**

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

### **Part C: Lay Assessor's Summary (where applicable)**

### **Part D: Head's Response**

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

## 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 Edington & Shapwick 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 on the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Edington and Shapwick is a boarding and day school for boys and girls aged 8 to 18 years. The school provides educational and boarding facilities for young people who have dyslexia and associated language disorders. It is situated on two sites, five miles apart.

The younger age group pupils are placed at the Edington site. Here there are three boarding houses, one of which provides accommodation for sixth formers who attend college.

The older students attend school at the Shapwick site. At or near the Shapwick site are three boarding houses, with a further boarding house sited five miles away in the village of Meare.

Both school are situated in rural communities.

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

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

The School provides boarding accommodation for 112 young people in seven very individual boarding houses. Some of the boarding houses are sited at the Edington site; One at Meare and three further boarding houses are at or near the Shapwick school site.

Young people reported a very high standard of care provided by boarding house staff. This view was reiterated by the majority of respondents to questionnaires sent to parents prior to the inspection.

The majority of boarding houses provided comfortable 'homely' accommodation. Young people had been encouraged to personalise bedrooms and to bring into the houses treasured possessions from home.

The inspectors found a high level of communication between boarding house staff and teaching staff. Staff appeared to respect and value each other's roles and to fully consider young people's needs both socially as well as educationally. The high level of support that young people are given by boarding house staff, in order for them to cope with getting to school was commendable.

The inspectors found that a good deal of thought is given in providing out of school activities and a wide variety of choices are available particularly after school, and also on Saturdays at the Edington site.

The inspectors found that school staff are committed to providing a holistic approach to meeting both education and social needs. An integral aspect of provision is that of Speech and Language Therapists and Occupational Therapy provided at the school. These specialists are very much part of the assessment process carried out prior to admission. In addition specialist individual sessions are arranged to meet need.

The inspectors found evidence that the staff are proactive in linking into external specialists where necessary. There was evidence that the staff responsible for medical matters arrange and facilitate hospital appointments and access additional support from psychological services when necessary.

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

The inspectors found a disparity in the quality of the furnishings, fitments and maintenance in boarding houses. The majority of boarding houses were well maintained, comfortable and homely. One boarding house in particular showed evidence of disrepair and lacked the personal homely touches found in the others.

Although positive outcomes were achieved for young people the inspectors found a lack of systems in place to underpin boarding house practices. There were high levels of support being given to boarding house staff from Senior Managers but no formal supervision had been undertaken. Boarding House staff spoken to by inspectors, demonstrated confidence and ability in providing care for young people but the inspectors found that training for boarding staff had not been formalized. There were no written policies in place for staff training, supervision or appraisal.

Whilst it was commendable that young people are regularly linked into medical services the systems in place for the administration of medication need to be reviewed and to be underpinned by clear policies. Consents from parents need to be sought in relation to the administration of medicines and in relation to any First Aid treatment undertaken. The inspectors discussed the value of seeking further clarity by a follow up visit arranged with the Commission for Social Care Pharmacist Inspector. The Senior Managers at the school agreed with this proposal.

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

The inspection was carried out over the course of 3 days by 2 inspectors. The inspectors would like to thank staff and young people at the school for their helpfulness and time. 20% of pupils were given a questionnaire prior to the main inspection days. Remaining pupils were spoken to in small groups. There were a high proportion of respondents to parent questionnaires, with the majority feeling very satisfied with all aspects of school provision.

The inspectors found that young people were polite, helpful and that the majority were glad to be at the school. The majority of young people felt very pleased with their boarding house staff and felt that they could turn to them with any issues or concerns.

The inspectors feel that boarding could be further improved by underpinning boarding house practice with more robust systems of supervision, training and policies relating to Medication/First Aid, Child Protection and Fire Safety. Further the inspectors found that a whole school review and action plan had not been undertaken and would advise that such a process could further improve environmental areas that need updating.

The inspectors found that positive outcomes were achieved for the majority of young people. In many cases the experience of school had become positive for the first time after poor experiences in previous schools. Young people felt safe, cared for and in the majority of cases not bullied and at ease with themselves.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
6	RS30	A programme of formal, individual staff supervision should be implemented.	
7	RS32	The head should conduct an annual review of the operation and resourcing of the school's welfare provision.	

## 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	RS4	The school should ensure that the complaints records contains items as listed in 4.3	09/05/05
2	RS5	The school should ensure that the Area Child Protection Committee Handbook is updated and made readily available to staff. All staff should receive training in Child Protection procedures.	09/05/05
3	RS10	The school should ensure that the recording of sanctions contains all components as listed in Standard 10.9	25/04/05
4	RS14	<p>The school should ensure that the following action is taken to promote health care needs.</p> <ul style="list-style-type: none"> <li>• The Pharmacy Inspector for the Commission for Social Care Inspection should be contacted for further advice on the management of medicines in the school.</li> <li>• Risk Assessment should be conducted where health care matters are causing concern.</li> </ul>	18/04/05
5	RS17	The school should ensure that all individual young person's records contain the information as listed in Standard 17.5	06/06/05
6	RS18	The school should ensure that young person's records include all information as listed in Standard 18.2	06/06/05

7	RS19	The school should ensure that all accidents are recorded in line with Standard 19.2	06/06/05
8	RS23	The use of monitoring devices, used in one boarding house, between two adjoining bedrooms should be agreed and recorded on individual files.	06/06/05
9	RS26	It is strongly advised that all health and safety measures as identified in Standards 26 should be reviewed and appropriate action taken. Any recommendations made by the Fire Safety Officer should be actioned as soon as possible.	06/06/05
10	RS27	The school should ensure that staff personnel records contain all components as listed in Standard 27.2.	25/04/05
11	RS30	The school should ensure that all staff receive formal supervision with records kept.	06/06/05
12	RS32	The Head Teacher should carry out an annual review of the operation and resourcing of the school's welfare provision for boarding pupils. As identified in Standard 32.4. It is recommended that all records as listed in Standard 32.2 should be signed.	30/09/05

#### **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	RS3	It is advised that the arrangements for the siting of telephones is reviewed in order to promote privacy and confidentiality
2	RS24	The inspectors strongly recommend that the school's refurbishment and redecoration programme should be reviewed in order to ensure that boarding accommodation in all areas is satisfactory. This is detailed in Standard 24.
3	RS25	The school should continue its programme to update bathing, washing and showering facilities in order to ensure that privacy and dignity are maintained for young people, as identified in Standard 25.

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	NO

### Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• 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	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	09/03/05
Time of Inspection	0900
Duration Of Inspection (hrs.)	63
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 also supplies new arrivals with a 'What 2 Do' handbook. The handbook is user friendly and nicely illustrated for those young people who find reading difficult. It is advised that a supplementary document is devised in order to incorporate all matters as listed in Standard 1.3.		

## 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

The school arranges school council meetings where young people are able to put the views of their peers forward. Although some young people reported that views are not taken into account, the inspectors found evidence of changes made in response to some of the requests put forward at council meetings. One example was that young people had requested juice at mealtimes, and this was supplied.

The majority of parents reported good links with the school and a sense of working in partnership with staff to ensure that young people's individual needs are met.

The communication needs of individual young people are fully considered at the school and the team of Speech and Language Therapists and the school's Occupational Therapist play an integral role in ensuring that individual needs are met. Where there have been particular communication difficulties these specialists have worked alongside boarding house staff as well as supporting young people in the school setting.

<b>Standard 3 (3.1 – 3.11)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The inspectors observed staff acting appropriately and respectfully towards young people. One example was that they were careful to knock and wait for a response before entering bedrooms and also demonstrated awareness and sensitivity around gender and privacy.</p> <p>Records relating to young people were locked away securely, and staff spoken to demonstrated an awareness of protecting confidentiality.</p> <p>It was noted that in some boarding houses the telephones are sited in communal areas that do not afford young people a degree of privacy. It is recommended that arrangements are reviewed.</p>		

<b>Standard 4 (4.1 - 4.8)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The inspectors could not locate any policies regarding complaints procedures at the school. (Standard 4.3)</p> <p>Some young people reported being able to speak to staff in the event that they are unhappy.</p> <p>At the Edington site inspectors observed notices to the effect that young people have access to a person independent of the school, and this person's name and contact telephone number is held in the 'What 2 Do' handbook (supplied on admission). Some young people at the Shapwick site did not appear to have any knowledge of such an arrangement.</p> <p>Since the last inspection the school has held a 'Comments' book. The book held accolades and also a small number of complaints made by families. The last complaint recorded in the log was dated 22/11/04. It is advised that the recording of complaints is expanded on to include all complaints, including the low level complaints made by young people.</p>		
<b>Number of complaints about care at the school recorded over last 12 months:</b>	<div>X</div>	
<b>Number of above complaints substantiated:</b>	<div>X</div>	
<b>Number of complaints received by CSCI about the school over last 12 months:</b>	<div>0</div>	
<b>Number of above complaints substantiated:</b>	<div>0</div>	



## 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 holds a policy document relating the Child Protection procedures and practices. On the day of the inspection the Area Child Protection Committee handbook available was out of date, this has since been updated at all relevant locations.

Staff spoken to during the inspection demonstrated a knowledge of how to report any child protection issues. Child protection training is not listed in the introductory training for new boarding house parents, however the headteacher has assured us that this is covered in part by the "Legal Aspects of Child Care" and the "Children's Act and it's Application" modules. Additionally staff did report receiving child protection training at some inset service days approximately two years ago. Ancillary staff had not been included in inset training days.

A concern arose during the inspection and the Head Teacher, who takes the lead as co-ordinator for child protection dealt with this promptly.

**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 school holds a policy to prevent bullying and staff demonstrated an awareness of the need to be vigilant in this area.

Young people did not report bullying as a major issue within the school and also informed the inspectors that senior staff deal with any issues relating to bullying promptly and effectively.

20% of pupils did a pre inspection questionnaire. Of these 59 % reported never being bullied, 3 pupils reported sometimes experiencing bullying and 2 hardly ever being bullied.

**Percentage of pupils reporting never or hardly ever being bullied**

91 %

**Standard 7 (7.1 - 7.7)**

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

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

3

There have been no reportable events since the last inspection. Senior staff demonstrated awareness of the need to report to the CSCI should Notifiable incidents occur.

**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> <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>
This is not an issue within the school at the present time. The school has a reporting procedure in place in the event that young people are absent from the school without authority.		
<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
Almost all of the young people who spoke to the inspectors spoke very highly about the house parents in all the boarding houses. There were described as caring and as creating a family atmosphere in the houses. The inspectors were able to observe staff speaking with students, and staff seen were kind, approachable and put any boundaries in place in an appropriate professional manner. Most young people reported being able to trust House Parents, and felt able to approach them with any concerns. Whilst it is clear that certain routines have to be adhered to it was also evident that House Parents listened to young people's views and where possible gave choices. One young person said that he had been able to choose which dormitory he slept in and also added that if anyone wants to change dormitories house parents accommodate this where possible.		

**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**

As a response to good behaviour or attainment, young people at the junior end of school are given a 'Merit' tie to wear and were clearly pleased with this acknowledgment of either attainment or of good behaviour.

House points are rewarded in both the Senior and Junior end of the school. Young people are given praise and encouragement and at the end of each term sufficient house points result in awards. At the Senior end of the school this may be in the form of tokens or at the Spring term Easter eggs. Many parents reported a growth in the self-confidence of young people that had occurred as a result of attending the school. During the inspection one of the assemblies was devoted to distributing house points and the school staff were very enthusiastic in their applause.

The inspectors were told that physical intervention is not something that in the normal course of events occurs at the school. The school now holds a restraint log at each educational site. One was empty; the other held 2 records of physical interventions, the last dated 2004. The first of the 2 entries did not fully record the incident and should include all matters listed in Standard 10.4

Within the houses poor behaviour resulted in low level sanctions such as early beds. Within school, poor behaviour resulted in detentions, litter picking, and on occasion suspensions. The school held a detention book but this related to school issues. (Not viewed at this inspection) In order to fully meet Standard 10 all sanctions applied in the school and boarding houses should be recorded to include all matters as listed in Standard 10.9. This should be addressed.

## 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

The admission of students to the school is carried out at a pace dictated by both the need of the young person concerned and by a full assessment needed to ascertain the suitability of the placement. Some young people come for a single day visit, others for overnight stays. Young people reported being made to feel very welcome. New students are linked into older pupils who ensure that they get to know the school and don't feel lost.

Young people are supplied with the 'What 2 Do' booklet, which in simple terms sets out expectations and also says where to go if there are problems. Within the Senior school a "Student Handbook" is distributed to all students on an annual basis.

At the leaving school stage young people are linked into Connexions staff. Sixth formers at the school often attend a further education college, attendance is facilitated and additional support given with homework.

**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

The boarding house staff actively promote and support young people in school attendance. Preparation for school is very much a part of house routine and though structured is undertaken in a sensitive manner. The inspectors witnessed staff gently reminding young people about what they needed to do in preparing for school and in particular staff helped and supported younger students.

Communication between boarding staff and teachers is very good and staff all reported valuing the role of each other. Meetings are held weekly and this further supports good communication.

**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

The school facilitates and supports a variety of activities for the students. These include after school and weekend activities. At the lower end of the school this means a whole day trip out on Saturdays. Examples were skiing (dry slope), ice skating and outdoor pursuits. At the Senior school Saturday afternoons and Sundays include town trips. After school activities are planned and include a variety of choices. For those who are sports orientated these include football, rugby and cross- country. Girls are in the minority at the school and after school clubs include drama and dance. During the inspection the inspectors observed a dance session, which included some young people learning dance routines and others preparing for a performance. The inspectors also saw a group of students enjoying a drama session that was being filmed. On the final day of the inspection local police were visiting with dogs and young people were watching dog handlers in action.

A minority of parents in response to questionnaires felt that the school should offer more weekend activities. The Senior Managers in discussion with inspectors described the need to balance a programme of activities with sufficient time for young people to relax. Evidently at times activities are offered on Sundays, but young people opt to relax after a busy structured week.

**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**

At each school site a designated person is appointed for leading on health care matters. Both appointed persons take a professional approach and appear committed to ensure that all the young people's health care needs are fully met. In addition another member of staff also supports young people by taking them for doctors and hospital appointments.

The inspectors found that systems of recording and storing medications varied within boarding houses. In addition, as highlighted during the last inspection, parental consent needs to be in place for authorisation to the administration of First Aid and for the administration of non -prescribed medicines. (Standard 14.10)

It was noted in one boarding area that medicines were left out, unlocked. This was rectified immediately following discussion with inspectors. The inspectors also noted that staff did not use gloves or a receptacle when counting tablets. The inspectors were unable to locate any policy documents or guidance underpinning the practice of administering and storing medicines. There are particular difficulties as local General Practitioners prescribe some prescribed medicines, whilst parents supply other medicines.

The school currently has twenty-eight staff who have undertaken First Aid training. First Aid boxes were seen to be placed strategically around the school. Inspectors saw the contents of one box which were entirely satisfactory.

Where young people had additional psychological problems, which necessitated specialist intervention, inspectors found evidence on records that staff had facilitated appointments.

The school undertake Personal, Social and Health Education, as part of their education curriculum.

The inspectors saw an accident book at the senior school but the last recorded accident was in 2004, and the inspectors found other records relating to more recent accidents.

The inspectors advised the Senior Managers to contact the Pharmacy Inspector at the Taunton local office of the Commission for Social Care Inspection further advice on the management of medicines at the school.



**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

The inspectors had an opportunity to speak to catering managers at both the Edington and Shapwick school sites. Menus were also seen.

The inspectors had several meals with students and staff at both sites. Meals were served in dining rooms and were pleasant, sociable occasions. The food was tasty and there were choices of meals which included vegetables, salads and fruit.

A small number of parents expressed concern about the nutritional balance of foods offered and also of the snacks available in boarding houses. The inspectors noted that menus did offer chips approximately 3-4 times a week, but it was noted that there were also several other options available.

Young people's views on food varied. 17 students completed the pupil questionnaires. 7 Students thought the food good, 5 viewed it as all right and 5 students felt that the food was bad.

Some young people informed the inspectors that they are encouraged to increase fluid intake. All students spoken to confirmed that they have drinking water available to them in the night.

**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

During the day young people wear a school uniform. After school they wear casual clothes of their own choice. Young people have their own toiletries. All were cleanly and appropriately dressed. Laundry is undertaken centrally.

## 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?

2

The systems of record keeping in relation to individual young people varied throughout the boarding houses. The majority of the boarding houses kept records that held sufficient information in relation to boarding welfare. Some files inspected contained Individual Education Plans; information from reviews; correspondence to parents; medical appointment details. At one boarding house there were no individual files kept. All boarding houses held a record log or diary and relevant issues had been recorded in these.

Each young person at the school has access to a personal tutor who offers support. Staff from the boarding houses contributes to educational reviews.

The inspectors advise that all records available to boarding house staff incorporate matters as listed in Standard 17.5. In addition where there are particular recommendations from external specialists it is advised that these are also recorded and that they are made available to boarding house staff.

**Standard 18 (18.1 - 18.5)**

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

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

The inspectors inspected a sample of 4 files relating to young people. Files contained the majority of matters listed in Standard 18. The school records some matters (e.g. medical / accident) in a separate logbook.

**Standard 19 (19.1 - 19.3)**

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

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

The school keeps a register of all the young people who come to the school. It is advised that this is expanded to include where young people move on to when leaving the school.

The school retains records of staff electronically.

Staff personnel files are kept. (This will be further discussed under Standard 27).

The school retains an accident log, which is kept in the general offices, and was found to be maintained up to date.

The school catering department plan menus on a 'Rolling Programme' basis. The inspectors looked at recent menus.

The inspectors were not requested to sign in a visitor's book (Standard 19.2) At the senior site inspectors were supplied with a visitor's badge.

**Standard 20 (20.1 - 20.6)**

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

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

The majority of parents reported being very satisfied with the contact made with them by staff at the school. A minority view was that regular contact could be made to discuss positive as well as problems areas.

With regard to young people contacting their families, there was a disparity in the amount of privacy offered when making telephone calls in the various boarding houses. The inspectors discussed the contact arrangements whereby young people have an allocated contact time with parents on the telephone. The Head Teacher explained that part of the rationale for this is to ensure that all families commit to making contact on a regular basis. Many young people have access to mobile telephones, therefore giving them the opportunity for a good deal of contact (after school).

Almost all parents reported being made to feel very welcome in the school, and felt that if they wanted to they would be able to see their child in private.

The majority of responses from both students and parents were extremely positive in the way in which they viewed house parents and the contact made between house parents and families.

**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**

Young people at the upper end of the school are linked into Connexions workers.

A number of young people remain in the school and attend a local college. These young people are then given additional support with homework.

Throughout the school young people, with a good deal of support from staff, learn skills of independence such as changing beds, tidying rooms and organising themselves. The school have good links with local employers and employers at Cribbs Causeway in Bristol. Prospective employers visit the school to provide practice interviews for students in preparation for applying for jobs and for undertaking interviews. Employers also give presentations to parents and young people on potential job opportunities.

**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 received 48 responses from parent questionnaires, the vast majority of parents reported that young people are receiving a high level of individual support from staff, both teaching and boarding house staff. Parents reported a holistic approach where young people could achieve both academic success and also develop a good deal of self-confidence.

The inspectors were able to witness staff offering support to individual young people in a very caring, professional manner.

Where young people had particular communication problems additional support is offered on a one to one basis by Speech and Language Therapists and by the Occupational Therapist.

The school has a Tutor system, which also enables young people to link into a specific person.

The school has an appointed person who is available for young people to contact independently of the school. Whilst the young students knew this person and felt that they could contact her if necessary the senior students did not demonstrate this awareness.

The school has access to an Educational Psychologist and also facilitates psychiatric advice if necessary.

## 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 sites are located approximately 4 miles apart in a semi rural location. Both schools are set in their own grounds and have their own playing fields.

There are no outstanding requirements or recommendations from the planning authority, building control authority, fire service and environmental health authority. However the inspectors raised some issues in relation to Fire Safety. These are identified in Standard 26.

The inspectors noted the use of monitoring devices, used in one boarding house, between two adjoining bedrooms. Where such devices are in situ these need to be agreed by parents and recorded on individual files. (Standard 23.7)

**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?****2**

The inspectors had lengthy discussion with the Senior Managers about the disparity between the boarding house provision. The inspectors felt that some of the boarding houses differed in the quality and standard of the environment and the furnishings and fittings. Some young people and boarding house staff also made reference to this at the time of the inspection.

It was noted that some boarding houses windows did not close correctly and that at times this can cause draughts and make the rooms cold. Staff and young people commented that some wardrobes were damaged and that the doors did not close, young people also commented that there was not enough space to store clothing and personal belongings. Some carpets were heavily stained and frayed. A number of young people commented that their beds were not big enough, that they may hurt themselves on the metal bedsteads and that some beds are not comfortable. The Head Teacher commented that mattresses are replaced if needed and if brought to his attention. In the recreational areas some chairs were broken and their coverings torn.

However some of the boarding houses viewed presented a very 'homely' comfortable environment.

The inspectors strongly recommend that the schools refurbishment and redecoration programme be reviewed so as to ensure that the accommodation in all areas is satisfactory.

**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 inspectors found a disparity between boarding houses, in both the quality and the amount of toilet and shower facilities available. The school had updated some showers to afford young people more privacy.

In one of the boarding houses young people had to go from the second floor to the ground floor to access bathing, toilet, showering and washing facilities, compromising their right to privacy. The young people that the inspectors spoke to identified this as an issue which concerned them.

It was noted that the temperature of the hot water in some boarding areas appeared to be extremely hot. It was reported that in some cases the control mechanism for some individual showers was operated externally. This does not allow each young person using this facility to control the temperature of the water. In one area the shower cubicle that contained the control mechanism was out of order. In another boarding house the inspector noted a raised slightly rusty edge to a shower cubicle and in another area a bath appeared to be in need of replacement. These issues should be addressed.

**Standard 26 (26.1 - 26.10)**

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

**Key Findings and Evidence****Standard met?****2**

There was evidence that risk assessments had been undertaken to include environmental and fire hazards.

There was evidence that one of the Head Teacher's had actively acted upon some of the risks identified by boarding house staff, but risk assessments did not include the use of window restrictors which were placed on some windows and not others.

It was noted that some beds were located next to radiators that were very hot. There was no evidence of risk assessments being conducted in relation to beds against radiators.

In one boarding house it appeared that there was access to the loft space. This should be addressed.

The inspectors were shown evidence of 'Portable Appliance Testing' that had been undertaken in November 2004.

The young people spoken to during the inspection demonstrated a good awareness of fire exits and reported that drills had been undertaken regularly.

The inspectors found that there were areas relating fire safety that were of concern. These included locking of fire doors and a disparity in recording fire safety checks. A steep ladder is sited on a second floor external wall that could be used in an emergency. Following the inspection a letter was sent to the local Fire Safety Officer requesting an inspection from the Fire Service Department.



## 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?

2

The inspectors looked at the files of 4 members of staff. The inspectors found that all files held evidence that an enhanced level CRB disclose had been undertaken.

There were a number of shortfalls noted in the staff records seen during the inspection. There was no evidence that references had been verified; no records relating to interview notes; on one curriculum vitae there was no explanation of a gap in work history; one file held no references. Where there had been a previous conviction there were no records regarding how the decision to employ had been made. It is essential that all matters listed in Standard 27.2 are incorporated into recruitment processes, and that records of such processes are retained.

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 inspectors did not look at any records relating to staffing numbers at this inspection. The staff teams are permanent and from observation of interaction with young people appeared sufficient in number to meet needs. Young people showed a good awareness of how to access staff if there is a problem during the night. In some areas the addition of a call bell had been put in situ.

**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?**

2

The boarding house staff spoken to by the inspector's demonstrated knowledge, experience and awareness of the young people's needs. One of the Head Teachers goes through the induction process with new staff. Staff are also inducted by existing house parents.

The staff spoken to all felt well supported, and clear about their lines of accountability and reporting. However there were no formal systems in place for ongoing staff training, supervision or appraisal.

**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

Whilst all boarding house staff reported a high level of support and informal supervision, as highlighted following the last inspection, all staff should receive regular formal supervision in line with Standard 30.2. Records should be kept of supervision sessions.

Staff demonstrated evidence that they are clear about reporting issues and about their lines of accountability.

There are weekly meetings held in school, which boarding house staff attend. House parents meetings are held each 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

One of the two Head Teachers at the school takes responsibility for boarding welfare, with other Senior Staff in the school involved with pastoral issues. The boarding house staff includes a number of teachers from the school. Non-teaching boarding staff one who has attained NVQ Level 3 in 'Caring for Children and Young People' and one who has attained level 2 in this. The inspectors were informed that the school intends to look at the training for boarding house staff provided by the Boarding School Association. The Inspector is currently enquiring through the CSCI offices to clarify if these BSA training modules meet the NVQ standards.

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

X

%

### 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?

2

There was evidence that the Head Teacher responsible for boarding and welfare regularly visits the boarding houses and monitors records as recommended through Standard 32.2.

At the previous announced inspection it was recommended that the Head Teacher carries out an annual review of the operation and resourcing of the school's welfare provision for boarding pupils. As identified in Standard 32.4. This had not been completed and the inspectors continue to recommend that this be addressed.

**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

The school is visited termly by the Proprietor and records brief reports following these visits.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**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 March 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 within the next four weeks , 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

☐

Action plan covers all the statutory requirements in a timely fashion

☐

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

☐

Provider has declined to provide an action plan

☐

Other: <enter details here>

☐

### D.3 HEAD’S AGREEMENT

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

**D.3.1 I Mr Jon Whittock of Edington & Shapwick School, Mark Road, Burtle, Bridgwater, Somerset,TA7 8NJ 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 Jon Whittock of Edington & Shapwick School, Mark Road, Burtle, Bridgwater, Somerset,TA7 8NJ 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:**

[illegible]

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](http://www.csci.org.uk)

S0000031481.V209015.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source