

inspection report

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

The Marchant-Holliday School

The Marchant Holliday School

North Cheriton

Templecombe

Somerset

BA8 0AH

7th 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

The Marchant-Holliday School

Address

The Marchant Holliday School, North Cheriton,
Templecombe, Somerset, BA8 0AH

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m

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

Mr Jeremy Robertson

Name of Head

Mr Jeremy Robertson

CSCI Classification

Residential Special School

Type of school

Residential Special
School

Date of last boarding welfare inspection:

30/01/03

Date of Inspection Visit		7th March 2005	ID Code
Time of Inspection Visit		11.00 am	
Name of CSCI Inspector	1	Pauline Stow	093851
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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 The Marchant-Holliday School

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

The Marchant Holliday School is an independent residential special school that was established 1952. It provides specialist residential education for up to 37 boys, aged between 7 and 12 who have Special Education Needs, especially emotional and behavioural difficulties. The school caters for a wide variety of difficulties particularly those associated with learning delays or underachievement. The school is registered with the D.F.E.E. and the proprietary company is a registered charity

Many of the pupils make the transition back into main stream schooling and are successfully reintegrated into their homes and communities.

The residential accommodation is all contained in one house with classroom areas in adjacent grounds.

The school is situated in beautiful rural surroundings on the edge of a small village approximately five miles from Wincanton.

The school receives referrals from local education authorities. A small number of referrals involve social services departments and these young people spend their holidays in 'Looked After Children's' settings. The school currently has 3 day pupils and 25 boarders.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Marchant Holliday school is a warm, friendly, purposeful place. It is meeting the needs of children with some very complex developmental, behavioural and emotional needs. It provides a very structured day without being institutional. There is a holistic approach to meeting educational, social, health and emotional needs. These agendas are addressed throughout the day and the residential experience is integral to the educational purpose.

The school performs well across all the standards. The school succeeds in its mission to provide the best possible care environment for each individual child. The goal is to facilitate and develop self-confidence and provide pupils with the foundation necessary for them to learn new skills in socialisation, communication, and cope with daily routines to improve interpersonal skills.

The quality of care for boarders is good, with children and parents reporting a very high degree of satisfaction. A great deal of care is paid to detail for the individual children. The inspector witnessed many interactions and activities that demonstrate that these objectives are largely being achieved. The boarding provision focuses very much on meeting the needs of the individual. Parents confirmed that communication with the school was very good.

The boarding facilities are welcoming, clean and homely. The new boarding house provides extremely high quality accommodation. All rooms have en-suite facilities. The old house is warm and cosy and the sitting rooms are very bright and cheerful and appear very much like a “home from home” with no indications or observations of any institutional practices. Once this has been refurbished the bathrooms will all meet the required standards.

All the pupils are valued and well cared for with a good range of stimulating and creative activities, both on an individual and group basis. The boarding experience was well received by all children spoken with. All the staff members appeared caring and committed with the children confirming that staff care for them very well. The staff members are commended for the care they give to this highly vulnerable group of young pupils.

The food at the school is nutritional and of a good quality.

There are good levels of consultation with boarders and a strong commitment to retaining difficult children.

The Senior Management team has established policies and procedures along with clear and detailed care plans that contain weekly aims and objectives for the children. The pupils are continually rewarded for good behaviour and encouraged to take part in the extensive range of activities within the school and out in the local community.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The older parts of the residential buildings are warm and friendly but do not meet the standards of privacy that the school wants for the children. Once the development plan has been completed all aspects of the boarding facilities will be of an excellent standard.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspector would like to thank the Senior Management team, the governors and all the staff and children for their time, their openness and the warmth of their hospitality. The pupils are a credit to the school.

The school is well managed and functions very well. It provides an inclusive community in which there is a great deal of respect for others. All parents reported and examination of a sample of children's records demonstrated that those children had made tremendous progress since being at the school. All aspects of the welfare of the boarders are very well addressed and there is a strong feeling of community and ownership amongst boarders and their carers.

Accommodation within the boarding houses is of a good standard and was very clean and welcoming to children. Children are very well consulted over matters relating to their care, education and leisure activities.

There are good levels of communication with parents and they are actively invited to become involved in the life of the school. The boarding element at The Marchant Holliday School continues to provide a very positive and beneficial experience for the children who board. The pupils are well cared for and very much involved in the life of the school.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NO

No	Standard	Recommended actions	
1	RS30	All staff must receive individual supervision at the recommended intervals	July 30 th 05

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS30	All staff must receive regular supervision.	July 30 th 2005
2	RS10	The senior management team must implement further training for the staff and display a list of sanctions that are not permitted in line with the standard.	July 30 th 2005

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation

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

PART B**INSPECTION METHODS AND FINDINGS**

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

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

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	NO
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)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	7/03/05
Time of Inspection	11.00
Duration Of Inspection (hrs.)	17.00
Number of Inspector Days spent on site	2

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 comprehensive statement of purpose and a prospectus. The prospectus is attractively produced and is made available to parents and to young people at the time of referral. The Principal advised the inspector that it is to be revised in the Summer of 2005 . The Senior management team are asked to consider the addition of a children's guide.

The school has a comprehensive set of policies and procedures to support the Statement of Purpose.

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

There is a strong culture of listening to young people and their families. Each young person has a "special person" (Key Worker) who has a clear responsibility to identify children's views. Each term young people are helped to complete an in house questionnaire, this is an important document, which contributes to the annual review process.

The inspector witnessed the involvement of the pupils in the weekly planning of activities, both individually and as a group. Parents who responded to the questionnaire confirmed good levels of parent consultation.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence

Standard met?

3

There is a strong culture of privacy and confidentiality. Records are stored securely and there are differential levels of access based upon a 'need to know.'

Issues of privacy are tempered by the need to protect younger children. The current bathing and toilet arrangements in the old house still create difficulties with regard to privacy, but these are fully acknowledged, and will be addressed in the next stage of the soon to be implemented building programme.

Parents and or significant others are encouraged to telephone children on a weekly basis. In some circumstances staff will initiate telephone calls for children. It would not be appropriate because of age and safety, for the majority of children to be encouraged to have free access to the telephone. There is a pay phone available and information about help lines displayed in various places around the school. The majority of children would not be capable of using the telephone unaided but the older children would be able to call 'child line' or other numbers if they so wished.

There are clear guidelines for staff with regard to professional boundaries.

Standard 4 (4.1 - 4.8)

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

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

There is a complaints policy, in addition an independent visitor comes to the school every half term and children are encouraged to identify issues to him. Good use is made of this, although most of the issues that arise are of an interpersonal nature relating to peers. There have been no formal complaints since the last inspection. The majority of parents and placing authorities reported having received a copy of the school's complaints procedure.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school has clear child protection policies and good links with the local social services department. All members of the Senior Management Team have recently attended the NSPCC child protection training for Education. This training is programmed to be cascaded to all staff including domestic and ancillary staff in the near future.

The care staff interviewed showed a good knowledge of how to respond in the event they suspected abuse or had allegations reported to them although few were aware of the 'whistle blowing' policy..

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 has a very clear anti bullying policy. Due to the number of children with difficulties in interpersonal relationships, anti bullying strategies are being deployed on a regular basis. The high staffing levels and close supervision are such as to minimize instances of bullying. The school has developed imaginative pro-active ways of countering bullying behaviour such as a forthcoming 'Friendship Day.' However the school are reminded that the wearing of distinctive clothing such as school uniform when other children have changed into mufti is not a permissible use of a sanction.

Percentage of pupils reporting never or hardly ever being bullied

20 %

Standard 7 (7.1 - 7.7)

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

Key Findings and Evidence**Standard met?**

3

The members of the Senior Management team are well aware of the requirements of this standard.

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

Standard 8 (8.1 - 8.9)

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

Key Findings and Evidence**Standard met?**

3

The school staff members have written a comprehensive policy to be used when a child is absent from school. The staff members use walkie-talkie handsets to communicate. This enables them to respond pro-actively to situations before they become major incidents. The schools policy on absenteeism has not had to be implemented recently.

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

0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>The inspectors was impressed by the staff / children relationships. The inspector witnessed many very appropriate interactions between staff and children based on mutual respect. Throughout the inspection staff demonstrated that they had a deep knowledge and understanding of the children in their care. The continuity of class teachers and classroom assistants, and amongst care staff, the 'Special Person' role, underpins a good balance between responding to the needs of individual children and delivering group care. All staff members receive guidance and training in positive care and control of children.</p>		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	2
<p>The main control measure used is a token system, which positively reinforces good behaviour. This is based upon five areas: education, meals, leisure time, personal hygiene and keeping bedrooms tidy.</p> <p>Unacceptable behaviour can result in loss of tokens. Tokens can be used in the school's tuck and chit shop. Staff go to great pains to encourage children to earn back any lost tokens. Sometimes unacceptable behaviour can result in specified short term "bans." There is scope for modest use of reparation in the event of deliberate damage.</p> <p>There is a 'Time Out' area adjacent to the classrooms, this is used sparingly to help children to save face, and reflect when they are having difficulty in coping in a group situation. The use of time out is recorded and monitored.</p> <p>Restraint is used when efforts to diffuse situations have failed and children are in danger of harming themselves, others or property. Staff are trained in a specific method known as 'Team Teach.' The school has devised a clear reporting system. The inspector noted the use of one or two minor sanctions that should not be permitted in the school. The senior management team are asked to review the recording and monitoring of sanctions and implement further training for the staff and to display a list of sanctions that are not permitted in line with.</p>		

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

There are no unplanned admissions. Children make pre placement visits in order to make an assessment regarding the suitability or otherwise of the placement and also in order to enable children to feel more at ease when they come to the school. Comprehensive background information is obtained, including a thorough medical history. With regard to children leaving Marchant Holliday, staff try to ensure that good planning is underpinning future placements. Reviews are held early in children's final year in order to facilitate the opportunity for early, appropriate, decisions to be made over individual children's future plans. The school has a very good pre-admission procedure and discussion with children confirmed that the practice was very helpful when they joined the school

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

The inspector was very impressed at the cohesive manner in which care staff and teachers work in order to support children in all aspects of their lives at Marchant Holliday.

Good communication between the Head of care, Education staff and the school Matron was evidenced by the professional practice that was witnessed. Care staff demonstrated that they were aware of the progress that children are making in education, and fully support good attendance in school.

Education goals reflect social care goals and it was very apparent that they are jointly pursued across the whole day.

The school has a clear timetable for getting up in the morning which supports and enables boarders regular attendance.

The residential timetable provides a routine and a structure which clearly benefits the pupils. During an early morning visit, children were observed to be settled, calm and familiar with what they had to do. There is a strong emphasis on good communication between care staff and academic staff.

The school staff acknowledged to the inspector the strengths of the boarding facility in its encouragement of positive behaviour throughout the 24-hour curriculum

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

4

Planned activities are organised every evening and at weekends. With a break in the poor weather at the time of the inspection these mainly constituted out door activities. The skills of care staff are utilized in a creative manner and children afforded a wide range of new activities and experiences. The inspector would like to thank the boys in the activities class for the kaleidoscope.

The school grounds include an adventure play area, football pitch, and outdoor swimming pool and subject to close supervision older children can use a go-kart and quad bike.

Weekend activities involve trips out using the school mini bus. A small number of children are able to join local sports groups. One young person is currently a member of a local football team.

Standard 14 (14.1 - 14.25)

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

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

The school Matron, who is a registered general nurse, works very closely with the Head of Care and with care staff to actively promote good health and well being in all the children at Marchant Holliday. Thorough background and current health information is gained on the children at the time of admission. Good systems are in place to ensure that the individual needs of children are met. Matron works closely with the G.P practice where the children are registered and also has good links with local psychiatric services.

Staff show sensitivity and awareness in getting the balance between promoting the children's right to privacy and at the same time ensuring that hygiene needs are met. Within the childcare records, health needs are clearly identified.

There are satisfactory arrangements for the pupils to receive medical and dental care. All the parents sign consent forms for both the administration of medication and emergency treatment. Medication is given by the school nurse or a qualified First Aider. All medication administered within the school is given to the pupil for whom it is prescribed.

There are satisfactory procedures in place for the administration of all medications. These need extending to include the receipt of all medication and a recording system for all medications returned home or destroyed.

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 inspector enjoyed a number of meals with the children; the food served was both nutritious and well cooked. Meals are a pleasant occasion, well supervised in the well appointed dining rooms. Examination of the menus shows that the pupils receive a well-balanced, nutritious diet along with a good regular selection of fresh fruits.

Children are not generally given a choice, the reason for this is because many of the children coming to Marchant Holliday are unfamiliar with vegetables etc, and in line with health promotion needs, the children are encouraged to try to experience new tastes. Children are consulted about their likes and dislikes and encouraged to put forward suggestions of their favourite meals. Children's views are also gained by questionnaires. The children do feel that their views get acted upon. If children have special dietary needs these are acted upon. Children are able to learn cooking skills during planned activity periods.

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**

Throughout the inspection all the children were clean and appropriately dressed. During the school day children wear a simple uniform that is provided by the school. After school children wear their own personal clothing. The school employs a staff member who is responsible for laundry and mending. The pupils board for 11 nights a fortnight. They bring a selection of personal clothes and requisites from home. They are actively encouraged to change out of their school uniform at the end of the school day. The school has an in house laundry system, which works very well.

The school holds a number of suitable clothes should an emergency arise

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

A synopsis of children's individual care needs is developed by care staff. This is taken from each child's 'Statement of Educational Need' Further information is gathered from care reviews and children's views are also represented by the 'Special Person' who carries out a key worker role.

There is also a record of daily activities and points awarded to children.

Further comprehensive information is kept in the main school file

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

Children's records are kept securely and locked away. Full files include all of a child's educational; background history; care needs and any correspondence and are held by the Principal.

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?**

4

There is a daily log maintained and shared by care and teaching staff. The Principal is commended for the staff records, which contain all the necessary information.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

4

Part of the ethos of the school is to work in partnership with parents/ or significant others. Telephone contact is encouraged; the school promotes this by suggesting that parent's telephone young people at certain times during the evening. If this does not happen and a child does not hear from his family, then the family concerned are contacted by staff. For reasons of monitoring safety (not all children may have family contact) children are not encouraged to ring families themselves. Families are also encouraged to visit the school, to attend school functions and so on. The school has on occasion provided transport to facilitate this. Each pupil is expected to write to a family member once a week.

The school sends a weekly report to parents.

Pre inspection questionnaires were sent to parents, the vast majority responded all very positively.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

The school has very good relationships with the senior schools in the area. Pupils visit the senior schools during the summer term. The staff work very hard to ensure pupils move to appropriate senior schools.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

4

The 'Special Person' (key Worker) ensures that individual children's needs are met. Ideally care staff would like more time to spend with their special children on a one to one basis. The Assistant head of Care has developed a very impressive 'Memories' folder for each individual child; this contains significant events and photos relating to each child's stay throughout his time at the school. She is commended for this work.

The children have access to an external counsellor on a weekly basis and an independent visitor comes into school every half term. The counsellor has an appropriate qualification and has his own professional supervision arrangements. There is good access to local child psychiatric services via the liaison that Matron has with the children's General Practitioners

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 was developed from what was historically a large private dwelling set in its own extensive grounds. As development has taken place extensions and additional buildings have been added both to the main house and in the grounds.

The residential provision for the boarders is contained in the main house and in a new building attached to the old house. The old house is clean and comfortably furnished. The school has a development plan to raise the standard of this building to meet the exceptionally high standard of the new building.

The old building is less than ideal in affording the pupils the necessary privacy when they are attending to their bathing and toiletry needs.

In contrast the new building provides a mix of single and twin rooms, all with en-suite facilities, built to a very high specification.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence

Standard met?

3

All the accommodation is clean, well maintained, warm and homely.

The staff rooms are well situated near the pupils bedrooms.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

All bathrooms, showers and toilets were inspected. They were found to be sufficient in number, located close to sleeping areas and in a good clean condition. All doors had suitable locks which could be opened by staff from outside if necessary. Although the school has sufficient toilet and bathrooms facilities, the present arrangements in the old building do not afford children sufficient privacy. Once the school has completed the next stage of its refurbishment it will undoubtedly join the new building in exceeding the standards.

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?**

3

Fire precautionary devices are in place and regular drills are recorded.
The school has a range of risk assessments including an external comprehensive risk assessment

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?

4

The school has developed a comprehensive recruitment procedure. A sample of staff recruitment files were seen and all contained the necessary information and the Principal is commended for his routine follow up of all references. There is a daily log maintained and shared by care and teaching staff.

The Principal is involved in the recruitment of all staff, this ensures that the recruitment procedure is vigorous.

Total number of care staff:

12

Number of care staff who left in last 12 months:

2

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

Records and rotas reflect good levels of staffing at key times of the day and night in the boarding accommodation. The senior management team are on call to assist the care staff should a problem occur.

Standard 29 (29.1 - 29.6)

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

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

The school operates inset training at the beginning and end of each half term. Training over the years has covered a wide range of areas, including first aid; child protection; race awareness; principles of behaviour management; and positive control. Individuals are able to identify training opportunities themselves and are supported in attending these.

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**

There are clear lines of accountability and staff members generally feel very supported. Supervision for care staff is optional and is generally carried out informally on an ad hoc basis this does not meet the standards set down.
All staff members attend regular staff meetings either within their professional group or on a whole school basis. There is a good system of annual appraisal.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The school is well managed the senior management team led by the Principal. The staff are all very skilled and have years of experience looking after children with behaviour and emotional difficulties. There is a strong participative, inclusive culture within the staff group and all staff demonstrated a respect for people in other professional roles. The 'Head of Care' has a certificate in Social Service qualification; five of the care staff are enrolled in NVQ training/assessment. The school is an NVQ assessment centre

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

30 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The school is a registered charity. At the present time it has sufficient numbers of pupils to remain financially viable. The Board of Governors who are also the Trustees of the charity do not envisage a scenario arising when the school will not be financially viable. Senior staff are implementing a system to regularly review all records and policies and procedures.

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 governors are very supportive and pro-active within the school. The inspector was grateful for the opportunity to meet with the Governors who undertakes the half termly inspections. Advice was given with regard to ensuring that the majority of these visits are unannounced and to include joining the pupils for meals.

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 7th 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

I wish to confirm that the report is both accurate and comprehensive. The inspection was conducted in a thorough and professional way and its findings are informative and helpful. I would like to commend the way in which the inspection was conducted. The inspector was able to put everyone at ease and took care to be inobtrusive within what is often a volatile setting. This sympathetic approach helped to reduce the disturbance that all inspections inevitably create, it was welcomed by the pupils and staff alike and contributed to a satisfactory outcome.

J.M.Robertson
Principal.

ACTION PLAN

Standard 10 (10.1 - 10.26)

1. The Senior management team will review the recording and monitoring of sanctions and provide training for all staff through the INSET programme.
2. The Head of Care will produce a list of permissible sanctions and a list of sanctions that cannot be used. The list will be prominently displayed in the staff room and included in the induction programme for all new staff.
3. The action plan will be completed by July 31st and put into effect at the beginning of the new school year on 1st September 2005.

Standard 30 (30.1 - 30.13)

1. The Head of Care will develop a formal supervision programme for all staff. The programme will meet the requirements of the National Minimum Care Standards.
2. The senior management team will share supervision duties and will undertake training in supervision provided as distance learning by the National Health Service.
3. The arrangements for formal supervision will be finalised by July 31st and will be put into effect at the beginning of the new school year on the 1st September 2005.

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

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 April 21st 2005 , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD’S AGREEMENT

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

D.3.1 I Mr Jeremy Robertson of The Marchant-Holiday School, North Cheriton, Templecombe, Somerset, BA8 0AH 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 Jeremy Robertson of The Marchant-Holiday School, North Cheriton, Templecombe, Somerset, BA8 0AH 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

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