



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Edington & Shapwick School

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

Lead Inspector
Jon Swift

Announced Inspection
30th January – 2nd February 2006 09:00

The Commission for Social Care Inspection aims to:

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

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school Edington & Shapwick School

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

Telephone number 01278 722012

Fax number 01278 723312

Email address

Provider Web address

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

Name of Head Mr Jon Whittock

Name of Head of Care

**Age range of residential
pupils**

**Date of last welfare
inspection**

Brief Description of the School:

Edington and Shapwick is a boarding and day school for boys and girls aged 8 to 18 years. At the time of the inspection there were 38 children at Edington of whom 18 were boarders. At Shapwick there were 109 students of whom 85 were boarders. 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. There are three boarding houses close to the school, one of which is used to accommodate the younger boarders. The other houses provide accommodation for older pupils including the sixth form boys.

The Shapwick site is where the older students attend school. There are three boarding houses within walking distance of the school and a further house in the village of Meare five miles from the school.

Both schools and boarding accommodation are situated in rural communities

SUMMARY

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

Two inspectors undertook this inspection over three consecutive days. Prior to the inspection 20% of the boarders completed a questionnaire. Parents were also provided with a questionnaire and over a third were returned.

During this inspection the inspectors met with a number of boarders in small groups and some others were met informally. A guided tour with boarders of all boarding houses and the premises/facilities used were undertaken. Staff involved in the care of boarders were spoken with individually or in small groups and a range of records were examined.

The inspectors would like to thank all of the staff and young people they met for their assistance and enthusiasm and assistance during this inspection visit.

What the school does well:

This inspection confirmed that Edington and Shapwick School provides a caring and positive experience for boarders. The parents and boarders involved in this inspection all reported that they were valued and listened to by people who both understood their needs and cared about their development. The sharing of information is a strength of the school which many have not experienced before. The boarders seen and spoken with all appeared to be well-behaved, happy and growing in confidence.

The individual needs of boarders are sensitively and carefully managed with good attention being given to healthcare, healthy eating and developing an environment where bullying will not be tolerated. The discipline within the school was good and staff were generally perceived as being fair and consistent. Relationships with staff were positive and based on mutual respect.

A good range of activities is available and boarders are actively encouraged to develop their individual interests. This can include spending some time relaxing or "chilling out".

The boarding houses are comfortable and homely with a regular programme of maintenance ensuring that these standards are both maintained and developed.

The school is well managed by two Headmasters' one taking lead responsibility for academic issues and development and the other leading on welfare and boarding arrangements. The Headmaster leading on welfare and boarding is referred to within this report as the Head of Care.

What has improved since the last inspection?

The Head of Care with the support of his team have worked hard to fulfil the recommendations made at the last inspection. This has ensured that current practices are underpinned by policies, records and training.

The premises, furnishings and equipment are being updated and replaced as part of a planned process.

What they could do better:

The recommendations made in this report should be considered as an opportunity to continue to develop the boarding arrangements at the school.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

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

14 and 15.

The school actively promote the health care needs of individual boarders and some good practices were identified.

The system for recording and monitoring of medication has been improved and some further refinement is advised.

The care of boarders when they are ill is caring and positive. All of the staff involved in boarding receive regular training in first aid. Arrangements for boarders to see a Doctor are in place and known by boarders.

Healthy eating is promoted and the school considers mealtimes as social occasions with staff and boarders eating together. The views of boarders are regularly sought and valued.

EVIDENCE:

The school actively seeks medical histories of boarders as part of their admission processes; and parental consent for the administration of First Aid and non-prescribed medication is also obtained. Records sampled demonstrated that staff had been fully involved with parents and medical colleagues in maintaining the health needs of the boarders.

Staff training in First Aid is regularly updated for all staff. The school have developed and maintained good systems for the recording and safekeeping of medications in all of the boarding houses. The Pharmacy Inspector from the Commission for Social care Inspection has recently reviewed these arrangements and provided advice. The school have agreed that the person making the entry on medication records will sign each entry.

A designated person is available at each of the schools who coordinates the health needs of boarders and makes arrangements for appointments with doctors and other services. Staff who transport the boarders to the surgery stated that all boarders over a certain age are given the choice of seeing the doctor on their own. It was also stated that a female doctor was available if requested. Discussions with boarders revealed that they were unclear on their right to see a doctor on their own or to see a female doctor.

During the inspection three boarders were ill and it was observed that the staff cared for them very well and made regular visits to monitor their welfare. However, an appropriate method for the boarders to summon adult assistance was not in place.

Inspectors ate meals with boarders at both dining rooms; breakfast was not sampled during this inspection. A good choice of food was available at all of the meals sampled including salad options. The boarders spoken with expressed satisfaction with the food provided and commented that there were always extra servings available if wanted. The questionnaires revealed that only two respondents did not consider the food to be of a good standard, which is a very low proportion. Parents also expressed satisfaction with the range and quality of food provided. Discussions with sixth form students highlighted that they ate lunch at the college they attended. They considered that supper at the school was not of a similar standard to lunch and would like to have a more substantial meal in the evening. The inspectors acknowledge this opinion but consider that the school have systems in place for students to express this view to the Headmasters via the school council for example.

The head of kitchens for both sites discussed their arrangements for providing food for the school with the inspectors. A local Environmental Health Officer visited the school during this inspection and commented that the arrangements in place were satisfactory. Examination of the records highlighted that a record of food served was not being maintained.

Staying Safe

The intended outcomes for these standards are:

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

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

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

In all areas inspected staff were observed promoting the privacy and confidentiality of the boarders.

All complaints are directed through the Head of Care who maintains clear records. Boarders and staff were clear on these arrangements.

A clear Child Protection policy is in place and all staff had recently received training in this area.

Bullying is not tolerated at this school and a culture of openness and awareness that incidents can occur assist in minimising such occurrences.

The school has a clear reporting process for the whereabouts of boarders.

There are clear expectations of acceptable behaviour both in and out of the school and staff were observed to be generally consistent in their approach. The Head of Care monitors all recorded incidents and is aware of the need to provide consistency for staff and boarders.

Efforts are made to maintain a safe environment however some further work is required.

There are robust systems in place for the recruitment and selection of staff and the monitoring of visitors to the school. Minor shortfalls were noted in the recruitment process.

EVIDENCE:

Staff spoken with considered that total privacy was not always possible for boarders within some of the boarding areas due to the available space being used to provide boarders with a range of facilities. An example is where a communal lounge is used for DVD's to be watched and another lounge used for play station games. Several parents commented in their questionnaires that space was limited but generally considered the benefits of group living outweighed the negatives. Boarders spoken with were content with the arrangements although the sixth form would like more individual space. This view was supported by several parents' comments.

The boarders considered that staff provided an appropriate level of supervision in areas where they were changing or undertaking personal hygiene tasks.

The majority of boarders have a mobile telephone and the inspectors observed some very appropriate systems in place to manage their use and availability. All boarding houses have a payphone available for the boarder's use and these provided varying levels of privacy. Discussion with boarders and staff confirmed that no one was unable to identify a person or telephone they could access without seeking staff permission.

The complaints record demonstrated that boarders, parents and neighbours had made complaints and those records examined had been managed sensitively. The Head of Care manages all of this process. Staff spoken with were clear on the actions to follow should a complaint be made regarding the Head of Care. The school are aware that the detail of the Commission requires updating in the boarders handbook and some notices used in boarding houses.

Copies of the current Area Child Protection Committee handbook were available to all staff. Staff spoken with confirmed that they had recently attended in-house training that included all staff involved in boarding houses.

The school is very proactive in discussing issues regarding bullying on a regular basis. This approach is further supported by written guidance provided to boarders and posters in communal areas. With one exception all of the boarders who completed a questionnaire said bullying was not a problem.

The Head of Care is aware of the events that need to be notified to the Commission. There have been no reportable events since the last inspection.

The school have clear systems in place to monitor the whereabouts of boarders and these are reported as being effective.

Boarders describe staff as generally being fair in their responses to inappropriate behaviours. However some of the older boarders commented that staff sometimes invoked rules that were not known to all boarders and were not consistent in applying them. The issue raised was discussed with the Head of Care who is going to discuss this with the staff group. The sanction and restraint records were examined and it was noted that no restraints had been used. The sanction record had been used appropriately and the Head of Care had signed all entries. Sanctions used within boarding houses are currently not being recorded within the existing system.

The school have developed good systems for keeping boarders, staff and visitors safe from foreseeable hazards. Examination of the risk assessments recently completed on boarding houses highlighted that some issues were not being recorded correctly. The Head of Care acknowledges that some staff require training in this area. Where issues requiring attention had been raised appropriate actions had taken place. These included immediate works or prioritising of actions by the Head of Care. Regular fire drills and equipment checks are taking place in all of the areas used by boarders. The Head of Care has agreed to review the existing logbooks in order to develop consistency. Boarders were aware of the actions they should follow in the event of an emergency and understanding of some of the systems in place to keep them safe.

A sample of boarding house staff personnel files were examined and found to contain most of the information required. The one item that was not included was the record of the interview notes. The Head of care has agreed to include this information for all future appointments.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13 and 22

A system of collaborative working between educational and residential staff ensures that children's educational progress is well supported.

A good range of activities is available within the school and good use is made of the local community.

Individual support to young people is impressive and includes a range of colleagues working together.

EVIDENCE:

As commented upon in last years report the communication between boarding staff and teachers is very good and staff continue to report that each other's role had equal status.

The school arrange a variety of activities for the boarders to participate in at weekends. These involve Saturday afternoons and all day Sundays for the older boarders. The younger boarders often have an all day trip out, as they do not attend school on Saturdays. All of the older boarders commented positively about the new purpose built games room that is available for them to use at regular intervals. The younger boarders are all accommodated in one boarding house and this makes the planning of activities more equitable. A range of computers, play stations, televisions, DVD players and pool tables are available in most boarding houses.

The school employ a team of speech and occupational therapists who provide a good range of individual support to the boarders. The school tutor system provides another level of support and coordination for the boarders.

All of the boarder's questionnaires commented positively about the support they receive at the school. Parents also commented positively about the development and progress their children had made since attending the school. One of the main themes in the parent's comments was the growth in self confidence made by their child. All of the boarders spoken with confirmed that they felt able to approach a wide range of people if needed.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2,9,11,17 and 20

The school actively seeks the opinions of boarders and their families.

Relationships between staff and boarders are based on mutual respect.

Admission arrangements are sensitive to the individual needs of the boarders and active involvement of parents and placing authorities. The leaving processes are also well managed.

Care planning is an ongoing process that actively involves the boarders and coordinates arrangements for others involved in caring for them.

Contact with families is given a high priority by the school.

EVIDENCE:

Meetings are held regularly in boarding houses to both share information and obtain boarders opinions. Most of these meetings are held informally and good use is made of the times boarders leave and return to the boarding houses. The school council continues to meet and several boarders who attend these meetings considered that they were effective. They were also realistic that

“you are not going to get everything you ask for but it’s worth asking”. Several examples of a practical nature demonstrated that the school was responding positively and for some issues promptly. One example was the provision of Top Boxes for the televisions to all boarding houses.

All of the boarders spoken with considered staff to be approachable and friendly and always made time to talk with them. Inspectors observed positive interactions between staff and boarders at both of the schools. These involved mealtimes and free time around the school campus.

The admission process was discussed with the boarders and a range of staff who all considered that the arrangements made were always focussed on the boarder. Parents also commented positively about these arrangements and considered themselves to be fully involved in the process. The school make every effort to obtain full information from previous placements before making a decision about offering a placement.

It was reported that a written placement plan is in place for all of the boarders including information from all of the staff team. These records were not examined during this inspection. However it was evident from conversations with staff that they had a clear understanding of the boarders needs in their care.

All of the parents who completed a questionnaire commented positively about the ease of contact with members of staff. They also considered that they were fully involved in the care of their child and were consulted on a range of issues. Arrangements for boarders to maintain contact with parents are appropriate and the use of individual mobile phones is well managed.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16, 23, 24 and 25

All of the boarders seen during this inspection were appropriately dressed and looked well cared for.

The boarding houses provide pleasant and homely environments where boarders are encouraged to personalise some of the areas. Auditory alarms are used in some areas in order to keep boarders safe.

The space in some sleeping areas is fully maximised and the areas are generally well maintained. Some areas were identified as requiring some further work.

All of the boarding houses had sufficient numbers of washing and toileting arrangements although some were a short distance from the dormitories.

EVIDENCE:

During the school day boarders wear a school uniform and there are clear expectations on personal issues regarding hairstyle, jewellery and make up. There are also clear expectations on the style of dress for the sixth form students. Following the school day and weekends boarders can wear casual

clothing. Support is provided within the boarding houses in safeguarding boarder's money and obtaining personal requisites.

Large houses within the community are used to provide the boarding houses. These properties have been adapted to provide pleasant areas for the boarders to live and all of them outside space for play and other activities. All of the houses inspected had facilities for the boarders to prepare snacks and drinks. The inspectors also noted that every house had large bowls of fresh fruit. Boarders reported that fruit was always available and a good range of seasonal fruits is provided.

The Head of Care acknowledged with the inspectors that some of the bedrooms did not have adequate space between the beds. This had resulted from the boarders wishing to share a room. Inspection of these areas and discussion with the boarders confirmed the Head of Care's opinion that these arrangements were made to meet their preferences. The Head of Care confirmed that he would not be agreeing to similar arrangements next term.

In some rooms there is a lack of hanging space for boarders and some areas also require additional storage facilities.

Some first floor windows need to be reviewed to ensure that they are safe and close properly.

Some of the doors in the sleeping areas have been fitted with an audible alarm to keep boarders safe and use agreed designated areas for access and egress. All of the boarders spoken with were aware of these arrangements.

During the inspection some minor works were identified and these were shared with the Head of Care. The first floor windows in some boarding houses would benefit from review regarding the ability to close and redecoration. The school have a clear system in place for boarding staff to report maintenance items. The Head of Care is fully involved in this process and liaises regularly with boarding staff and maintenance staff. The school have an ongoing replacement programme for new beds. Boarders who have a new bed reported that they were very comfortable.

There are sufficient numbers of showers, toilets and wash hand basins throughout the boarding areas. Although some of these are a short distance from the boarding areas the inspectors did not receive any comments from parents or boarders on their location. Comments were made to the inspectors by boarders on the location of showers and heating of these areas in two boarding houses. The school were aware of these issues and have made arrangements for the heating to be improved in both of these areas.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

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

The school have recently updated the prospectus.

Children's records are maintained and kept securely.

The school maintains all of the required records although some require refinement.

Appropriate levels of staff are available in each boarding house and a good level of continuity because of low staff turnover.

A rolling programme of training for staff is provided along with regular support. Formal recorded supervision was not taking place.

The school is well organised and managed, which supports good levels of care being provided.

The Head of Care regularly monitors the school records as part of a quality assurance system.

The Chair of Governors makes regular visits to the school and reports of these visits are maintained.

EVIDENCE:

The newly updated statement of purpose includes all of the necessary information.

An individual file is maintained for each boarder that contained all of the required information and all of these records are kept safely within the school.

The school maintain all of the required records and examination of these identified a few areas for improvement. These included copies of interview notes to be maintained for staff appointed and a record of menus as served.

Each boarding house has a dedicated staff team that includes staff who reside within the house. Staff have planned and regular time off and boarders were all aware of these times and the persons covering the shifts. The Head of Care regularly visits all of the boarding houses to meet with staff and boarders.

Staff involved with the care of boarders all participate in regular training provided in-house by the school. Some staff had attended external courses and share this knowledge and information with colleagues. The staff induction programme was not examined during this inspection.

The Head of Care meets regularly with boarding staff both individually and as a group. All staff commented that he is readily available to discuss any items and considered this to be very supportitive. A formal system for planned and recorded supervision is not in place. In order to fully comply with the standard the school will need to develop these arrangements. An annual programme of staff appraisal has begun.

The Head of Care has a wide range of experience in managing boarding provision and uses this to good effect in supporting and developing staff. Consideration is being given to staff undertaking training in order to achieve recognised qualifications.

Records examined demonstrated that the Head of Care actively monitored all of the records detailed within the standard. The Head of Care

is in the process of completing an annual review of the operation and resourcing of the school's welfare provision for boarding. The school will maintain a copy of this report.

The chair of governors visits the school weekly and copies of his reports are kept at the school.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

4 Standard Exceeded (Commendable) **3** Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) **1** Standard Not Met (Major Shortfalls)

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	3

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? yes

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14.12	The school should review their practice of giving choice to boarders to see a doctor on their own and seeing a doctor of their preferred gender.	30/03/06
2	RS14.24	Appropriate systems for boarders to summon adult assistance when ill in bed should be made available	30/03/06
3	RS15.4	A record of menus served should be maintained by the school	30/03/06
4	RS10.9	A record of sanctions used in boarding houses should be maintained.	30/03/06
5	RS26.3	All boarding staff should receive training in completing Risk Assessments	30/03/06
6	RS19	Staff personnel files should contain a copy of the interview notes	30/03/06

Commission for Social Care Inspection

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