



Making Social Care  
Better for People

# inspection report

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

## **Pencalenick Residential Special School**

St Clement

Truro

Cornwall

TR1 1TE

23rd February 2005

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

|                           |
|---------------------------|
| <b>SCHOOL INFORMATION</b> |
|---------------------------|

**Name of School**

Pencalenick Residential Special School

**Address**

St Clement, Truro, Cornwall, TR1 1TE

**Tel No:**

01872 520385

**Fax No:**

01872 520385

**Email Address:**

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

Department for Education Arts and Libraries

**Name of Head**

Mr Andrew Barnett

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

|          |
|----------|
| 26/11/03 |
|----------|

|  |          |                               |                |
|--|----------|-------------------------------|----------------|
| <b>Date of Inspection Visit</b>  |          | 23rd February 2005            | <b>ID Code</b> |
| <b>Time of Inspection Visit</b>  |          | 09:30 am                      |                |
| <b>Name of CSCI Inspector</b>  | <b>1</b> | Chris Passmore                | 071529         |
| <b>Name of CSCI Inspector</b>  | <b>2</b> | Jay Miles                     | 071538         |
| <b>Name of CSCI Inspector</b>  | <b>3</b> |                               |                |
| <b>Name of CSCI Inspector</b>  | <b>4</b> |                               |                |
| <b>Name of Boarding Sector Specialist Inspector (if applicable):</b>   |          |                               |                |
| <b>Name of Lay Assessor (if applicable)</b><br>Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process. |          |                               |                |
| <b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>  |          |                               |                |
| <b>Name of Establishment Representative at the time of inspection</b>  |          | Mr A Barnett, Mrs L Faulkner. |                |

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Pencalenick Residential Special 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

Pencalenick School is a Cornwall Local Education Authority Special School. It provides education for boys and girls aged 11 to 16 years with complex learning and communication needs and autistic spectrum disorders. The school aims to provide an environment for children to develop individually and reach their potential. It is housed in a large, mature country house and additional buildings in extensive, picturesque grounds looking across towards the Tresillian River. The boarding facilities are contained in the main house. Children are accommodated in gender split dormitories. Communal areas provide indoor space for children to play and integrate. Children who board are resident from Monday to Friday during school term, returning to their families on Friday afternoon. Activities are arranged each evening after school. There are minibuses for trips off campus. The school has achieved the “Investors in People” Award, “Investors in Education Business Partnership Award, the “Schools Curriculum Award” and the Eco School Award.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Children are cared for by a dedicated staff team
- Children have a good quality of care provided whilst boarding
- Children are encouraged to participate in community activities and events, individually or as group
- Staff have the children’s best interests at heart and try to prepare children for integration into adult life
- Children are protected from abuse and harm whilst in boarding

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

- Continue to improve the physical boarding environment
- Continue to improve the level and content of case records
- Continue to equip staff to deal with the changing nature of children’s needs through appropriate training and supervision

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the third inspection of the school under the Care Standards Act 2000 and national Minimum Standards for Residential Special Schools. There had been a 15-month interval between the last inspection and this visit, though the frequency of an annual inspection in each inspection year had been maintained. Previous inspections had shown the school to be providing good quality care for boarding pupils therefore whilst this inspection covered most standards emphasis was placed on those standards where shortfalls occurred previously. This report therefore contains repetitions of previous comments together with updated commentary.

Overall this was a good inspection and the outcomes for children were particularly positive. Time spent with boarders during meals and on the landings during the evening evidence the fact that they enjoyed a range of activities and opportunities for recreation. Relationships between boarders and between children and staff were natural, warm and nurturing. Staff were experiencing challenges from some individuals but have developed strategies to deal with these in the main. In other situations the school was looking to alternatives for the protection of children and staff alike.

It is of particular note that the premises have been significantly improved in the time between inspections and that there are plans for further improvements. The Head is commended for his commitment to procuring funds to make these improvements, governors for their support and staff for their practical contributions to the improvements.

**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

**NO**

**Notification to be made to:**

**Local Education Authority  
Secretary of State**

**NO**

**NO**

**The grounds for any Notification to be made are:**

|  |
|--|
|  |
|--|

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

**Recommended Actions from the last Inspection visit fully implemented?**

**NO**

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

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



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

| No | Standard* | Recommended Action  |          |
|----|-----------|---|----------|
| 1  | RS4       | Staff are given further training in what constitutes a complaint and recording procedures.  | Sept.05. |
| 2  | RS17      | Care plans need to have reference to Health Care needs. The Self care Assessment forms need review and their completion to be consistent.   | Sept.05. |
| 3  | RS25      | Baths to be re-enamelled and Minor maintenance attended to in toilets and bathrooms. The large dormitory to be redecorated and refurbished. | Sept.05. |
| 4  | RS30      | Structured supervision to be implemented.   | Sept.05. |
| 5  | RS32      | Internal Monitoring to be reviewed and improved.  | Sept.05. |
| 6  | RS33      | Monitoring by the LEA to commence without delay.  | May.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  | RS10               | Sanction are time specified where appropriate                          |
| 2  | RS15               | Menu proformas are developed for the purposes of menu record retention |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

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      | NO  |
| Pupil Guided Tour of Recreational Areas | NO  |

Checks with other Organisations

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

|   |     |
|---|-----|
| Tracking individual welfare arrangements      | YES |
| Survey / individual discussions with boarders | YES |
| Group discussions with boarders               | NO  |
| 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                | NA  |
| Parent Survey                                 | NO  |
| Placing authority survey                      | NA  |
| Inspection of policy/practice documents       | YES |
| Inspection of records                         | YES |
| Individual interview with pupil(s)            | NO  |
| Answer-phone line for pupil/staff comments    | NA  |

|  |          |
|--|----------|
| Date of Inspection                     | 23/02/05 |
| Time of Inspection                     | 09:30    |
| Duration Of Inspection (hrs.)          | 19.25    |
| Number of Inspector Days spent on site | 2.5      |

**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 |
|---|---------------|---|
| <ul style="list-style-type: none"><li>➤ The key documents making up the Statement of Purpose remain the school prospectus and statement relating to the boarding provision</li><li>➤ These are reviewed regularly and have included an updated in the statement of boarding setting maximum boarding numbers at 30.</li></ul> |               |   |

## 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 |
|---|---------------|---|
| <ul style="list-style-type: none"> <li>➤ Children make choices about their everyday life in school in respect of food, clothes and activities</li> <li>➤ Children are encouraged to express their views about school life through contacts with care staff, tutors or the school's council</li> <li>➤ The boarders are well represented on the school council</li> <li>➤ No children board for more than 4 nights per week</li> <li>➤ Additionally there are Annual Reviews, Individual Education Plans and Home/School communications</li> </ul> |               |   |

### 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 |
|--|---------------|---|
| <ul style="list-style-type: none"> <li>➤ The school has clear policies on the security and storage of children's files</li> <li>➤ Confidential elements are stored separately by key individuals who have control over access</li> <li>➤ Staff supervision of boarders was seen to be tactful and unobtrusive but at the same time demonstrated their awareness of where boarders were at any given time</li> <li>➤ Telephone access and confidentiality of calls remain satisfactory and there were no boarders requiring intimate personal care</li> </ul> |               |   |

**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?**

2

- There is a County procedure for complaints against the school made by adults and the Head and Head of Care were clear about their responses to serious complaints against members of staff
- There is now also a complaints procedure for boarding staff and a new recording form mainly intended for use in low level complaints
- It was agreed in discussion that most children would make verbal representation of their concern or complaint to a known adult from the boarding staff and they would make the decision about whether this was a recordable complaint or not. Staff would also then have to give practical assistance in completing the form.
- No written complaints have been received by the school, neither was there evidence to support staff having been given guidance in what constitutes a complaint or how to record (as required by Standard 4.4)

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

0

**Number of above complaints substantiated:**

0

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

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

3

- The school works to ACPC procedures and there are comprehensive procedural guidelines for care staff, including flowcharts
- The Head of Care and Headteacher are the designated persons for child protection for the whole school, and both have received CAMAT (Child Abuse Multi Agency Training) training
- The Head of Care is to attend a further CAMAT course that will enable her to cascade train staff in child protection matters
- All staff receive child protection training through whole school training
- Records showed appropriate contact between the school and local child protection teams

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

X



**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 is very pro-active in its policy against bullying
- The school recognises that the nature of bullying and pupil perceptions of bullying have changed. These issues are discussed on a whole school basis as well as on an individual level. The school also accepts that there are instances still occurring
- Young people reported very low levels of bullying and where reported they were often defined as name-calling or other inappropriate verbal communication
- Records sampled contained examples of children who were being supported through issues of being bullied
- Responses to questionnaires were too small to produce any realistic percentage ratings

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

X %

**Standard 7 (7.1 - 7.7)**

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

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

3

- There are systems in place for appropriate notifications but to date these have not needed to be enacted
- Serious incidents involving pupils/boarders would be communicated directly to parents or guardians by staff

**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>  |                      |          |
| 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>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>➤ There are clear procedural guidelines for all staff on reactions to pupils going absent</li> <li>➤ Apart from some occasions when pupils have absented themselves temporarily from classes following a behavioural episode there have been no serious cases of absenteeism such as require the procedures to be fully implemented.</li> </ul> |                      |          |
| <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? | 4 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>➤ The school maintains a whole school ethos of good relationships between all members of the school community</li><li>➤ Children are encouraged to carry these principles over into their wider communities</li><li>➤ Staff set consistent boundaries and the young people knew these.</li><li>➤ Observation of interactions between staff and young people showed them to be polite, supportive, encouraging, sharing and responsive</li><li>➤ Whilst information of any significant behaviour incidents are shared between school and boarding staff there was no obvious carry over between the learning day and home time</li><li>➤ Boarders had clear separations between the school time and leisure times.</li></ul> |  |  |
|---|--|--|

**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?**

**3**

- There is an emphasis on promoting positive behaviour with praise, recognition and incidental treats
- There are appropriate policies and procedures for staff covering control, discipline and physical intervention
- Sanctions books are in place to record all sanctions imposed on boarders. It was recommended that these records should show the duration of any sanction such as 'sent to room'. This will help in judging the fairness of sanctions within the internal monitoring arrangements.
- Staff are given instruction in Team Teach methods of positive handling. Positive handling is used for the least time and at the lowest level necessary; there is always a 'talk through session' with a key member of staff
- Where there has been an escalation in the nature of the disruptive behaviours exhibited by certain pupils the Head has made clear statements regarding staffs' responses and the extent of their use of physical intervention. In essence this amounts to a ban on any prone restraint methods and a total withdrawal of all persons from the immediate area.

## 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 |
|---|---------------|---|
| <ul style="list-style-type: none"> <li>➤ Admission are well planned and involve pre-joining visits to the school</li> <li>➤ The school requires all children to wear uniform during the day consequently for boarders there is a clear distinction between school and leisure time</li> <li>➤ The individual needs of children are well known and discussed regularly across staff teams</li> <li>➤ Senior pupils are prepared for leaving education through work experience and further education opportunities but no children are involved in any leaving care arrangements</li> </ul> |               |   |

**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

- Satisfactory arrangements remain in place to meet the requirements of this standard

**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

- There are two periods of activity for boarders
- Immediately after school they change in leisure wear and, after a refreshment break, have a choice of activities from which to choose
- According to the season these vary from outdoor pursuits to use of the school gym, climbing wall or clubs
- Following the evening meal boarders have further recreational time before preparations for bed. Here again there are a number of options and include individual pursuits such as cadets and dance classes within the wider community
- Boarders had also recently taken part in a performance of African dance in the City Centre

**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 continues to promote good health care for pupils
- Previous arrangements such as full medical checks on beginning at the school, use of specialist medical and psychological services are continuing
- Detailed medical histories are kept under secure arrangements by the Head of Care
- Parents of boarders have the choice of having their children registered with one of the Truro Health Care practices or retaining their own GP. Advice to parents is given regarding the practical arrangements resulting from this choice
- Issues raised in the last inspection have been appropriately dealt with.

**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

- Catering arrangements remain essentially the same as in previous inspections
- Meals are balanced between nutritional values and popular foods and there is always fresh fruit available
- Healthy eating is encouraged and it was noted that certain boarders were proud to receive praise from staff when they made a healthy choice at meal times.
- Menus are retained but their presentation remains a little unprofessional and lacking in detail. It is recommended that caterers be given a recording format that can be used to record the actual meals provided on a daily basis. These should include main meal options and pudding choices.

**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

- Parents are expected to provide boarders with a suitable supply of clothing and personal requisites for the four nights they spend at the school each week
- Out of school time boarders exercise choice over issues such as clothing during leisure times and are taken on shopping trips during which time they can chose how to spend any personal money they have
- The frequency of shopping trips has been reduced in order to reduce the temptations for too many sweets and convenience food purchases.

## 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 |
|---|---------------|---|
| <ul style="list-style-type: none"> <li>➤ Children board for four nights per week only and their principle carers remain their parents or guardians</li> <li>➤ Each boarder now has an individual folder, which contains a Self Care Assessment. This document poses a number of subject areas and personal skills questions, the answers to which give an indication of the abilities/needs of the individual child. References to Health care needs were not found in this document, but are kept by the Head of Care. In addition each personal file now has a recording sheet on which pertinent information is recorded, thereby obviating the previous issues of confidentiality and security of information.</li> <li>➤ Where there are particular behavioural issues there is an additional Behaviour Management Plan created, otherwise staff take their lead from the Self Care Assessment form and information shared and discussed between them at team meetings</li> <li>➤ It is recommended that the Self Care Assessment is reviewed and questions expanded to prompt more information, and typing errors corrected</li> <li>➤ Boarding staff are also required to contribute to the goal setting on each boarder's Individual Education Plan. These were not found in all of the files sampled; or records of achievements were found but were in need of updating.</li> <li>➤ Some forms in individual files were still incomplete and entries in the information sheets were unsigned or undated.</li> </ul> |               |   |



**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

- All personal files are composite parts of the school's record for each pupil and are retained according to LEA guidelines

**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

- Pupil and staff records are kept both electronically and in hard copy
- Full personnel files, including interview records and CRB disclosures are retained at County Hall. The school has modular files relating to staff.
- There is a security logging system in operation for all visitors to the school
- Accident records are kept in the approved format

**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

- Boarding pupils have access to a pay phone to make or receive calls. Some may use their own mobiles.
- As boarders are only at the school for four nights each week contact arrangements are not an issue

**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?**

9

- This standard does not apply in this setting.

**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

- All boarding children are well known to care staff and relate to individuals with whom they feel most confident
- Where there are specific needs children are supported by specific professionals organised through the LEA
- Issues such as personal health, hygiene, sexual awareness and social interaction are dealt with through the school's PHSE programme and reinforced through the care staff team
- Since the last inspection the school has developed a conference suite on the top floor. This area is a venue for various meetings or reviews and is a base for therapeutic sessions or group counselling.

## 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 |
|--|---------------|---|
| <ul style="list-style-type: none"> <li>➤ The location of the school in a rural setting, with extensive private grounds but within easy reach of the local amenities, enables pupils to have “the best of both worlds”</li> <li>➤ The central building of the school is a large country mansion, a grade 2 listed building of particular architectural significance</li> <li>➤ The boarding provision in this building is not suitable for children with disabilities but this is defined in the Statement of Purpose</li> <li>➤ Its suitability is a difficult judgement to make easily because the nature of the building presents inherent difficulties in many practical areas such as maintenance, heating and adaptation. There is however an overall feeling that the building is in sympathy with the ethos of the school and is its heart. Children are happy to be at the school and they thrive in its environment.</li> </ul> |               |   |

**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**

- Since the last inspection there has been considerable work done to improve conditions for boarders in terms of redecoration, replacement carpets, new beds, soft furnishings, revamped kitchens and upgraded toilet facilities
- Whilst all sleeping accommodation is primarily dormitory style most of these rooms have been redecorated and re-carpeted with the overall effect of softening the atmosphere of the rooms, making them more homely
- The lounge on the boys wing has similarly been made to feel much more cosy through the use of soft furnishings and redecoration
- Kitchen areas on each of the boarding wings have been transformed and are focal points for each of the boarding groups
- Wash hand basins have also been sited in two toilets on the boys landing, but not without some effort and at a cost. It is accepted that there are some toilets that will not be able to be upgraded because of the nature of the building and the resulting costs.
- The largest boys dormitory has yet to be upgraded but there were plans to do this during the Easter holidays. This room is oversized against the ideal maximum size of four bedded dormitories. However, in view of the limited time boarders are using it and their evident lack of concerns over its size, it works in this case. Upgrading the décor and furniture will add to the enjoyment boarders experience from using this room.
- Heating remains the main concern, and although the ambient temperature in most of the bedrooms and lounges was comfortable this was being achieved using additional convector heaters in many rooms. Areas such as the bathroom block off the girls landing remained very cold, as they have no heating at all. A heating system that enabled separation of the boarding areas from the main school buildings, with additional radiators or hot pipe work in dorms, would be ideal.

**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**

- There are sufficient baths, showers and toilets available to boarders
- Heating in some of these remains an issue
- Plans are in place to re-enamel most of the baths in the boarding areas, which is long overdue
- There have been improvements as already mentioned
- There are still some areas of minor maintenance that need attention. (Light pull cords missing, mould growth on ceilings)

**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**

- There is a new Fire Control panel that provides staff greater flexibility to test and reset the auto fire alarms
- Fire alarm tests are carried out weekly and were up to date
- There are regular fire drills carried out each term
- Boarders also commented on at least two false alarms and the inconvenience of their timing; their description of events also confirmed they knew what to do in the event
- A written fire risk assessment was made on 20/04/04 and a full Health and Safety audit carried out in June 2004
- Electrical appliance testing and gas safety certificates were also in place and up to date.

# 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.

|                                  |                      |   |
|----------------------------------|----------------------|---|
| <b>Key Findings and Evidence</b> | <b>Standard met?</b> | 0 |
|----------------------------------|----------------------|---|

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|                                    |   |   |   |
|------------------------------------|---|---|---|
| <b>Total number of care staff:</b> | 8 | <b>Number of care staff who left in last 12 months:</b> | 0 |
|------------------------------------|---|---|---|

**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 care staff rota provides adequate cover for the children's needs during the evenings and mornings, at the time of inspection
- A new part time care post was being filled and this will help reduce crisis points where staffing dips because of illness
- The increasing complexity of children's needs already in the school, or joining the school, however, have implications for staffing or the level of behaviours the boarding facility can realistically manage

**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

- Care staff receive training on a whole school basis
- There has been training input during the course of the last year in topics of particular significance to the nature of children's needs
- Two staff have achieved their NVQ 3 and others are working towards this. There have been problems with the training provider which have held this process back
- Staff confirmed their training has been appropriate during the staff discussions.

**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

- This area still requires to be worked on
- Staff confirmed that they have regular meetings and daily update sessions with the Head of Care. They feel they can raise issues whenever they feel the need but there is no formal structure for 1:1 supervision meetings
- It was recommended that attempts are made to achieve this at least once a term, that these sessions are recorded and that the final meeting in the year be an appraisal meeting or Professional Development Meeting

## 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 Head of Care is appropriately qualified and has a wealth of experience in caring for children and young people
- Staff are provided with appropriate training and are involved in the whole care of the child whilst a boarder at the school

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

25 %

### 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

- Internal monitoring is carried out by the Head Teacher
- The Head also supplies Governors with reports on the progress of the school, including boarding, and prepares an annual report to parents
- There was evidence of monitoring by way of the head's signature on certain original records
- Not all the records listed under this standard (32.2) were inspected but of those that were there was some inconsistency
- It is recommended that the Head signs and dates the records as evidence of his monitoring, or delegates the monitoring responsibility for areas of records to other senior members of staff.



**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?**

1

- The LEA have responsibility for monitoring the school at least once each half-term and this is normally carried out by the Responsible Individual for the LEA
- This post holder changed during the period between inspections but has been made aware of this duty
- To date there have been no monitoring visits and consequently no reports
- A governor representative does make visits to the boarding areas and their reports are presented to the full governing body

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**PART D**

**HEAD'S RESPONSE**

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

We would welcome comments on the content of this report relating to the Inspection conducted on 23 & 24 February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the CSCI in response to Head’s comments:**

|  |                              |
|--|------------------------------|
| Amendments to the report were necessary  | <input type="checkbox"/> YES |
| Comments were received from the provider   | <input type="checkbox"/> YES |
| Head’s comments/factual amendments were incorporated into the final inspection report  | <input type="checkbox"/> 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 | <input type="checkbox"/> NO  |

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

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

|  |                              |
|--|------------------------------|
| Action plan was required   | <input type="checkbox"/> YES |
| Action plan was received at the point of publication                                     | <input type="checkbox"/> NO  |
| Action plan covers all the statutory requirements in a timely fashion                    | <input type="checkbox"/>     |
| Action plan did not cover all the statutory requirements and required further discussion | <input type="checkbox"/>     |
| Provider has declined to provide an action plan  | <input type="checkbox"/>     |
| Other: <enter details here>  | <input type="checkbox"/>     |

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_ 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 \_\_\_\_\_ of \_\_\_\_\_ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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