



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

The Marchant-Holliday School

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

Lead Inspector
Chris Lewis

Announced Inspection
14th March 2006 09:30

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 The Marchant-Holliday School

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

Telephone number 01963 33234

Fax number 01963 33432

Email address

Provider Web address

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

Name of Head Mr Jeremy Robertson

Name of Head of Care Mr Spiller

**Age range of residential
pupils** **7 – 12 years**

**Date of last welfare
inspection** 7th March 2005

Brief Description of the School:

The Marchant-Holliday school is an approved independent special school for boys that was established in 1952. It provides residential education for up to 32 fortnightly boarding children and eight day pupils aged from 7 to 12 years old who have Special Education Needs, especially emotional and behavioural difficulties. The school is registered with the DfES and is a registered charity.

Marchant-Holliday school was developed from what was originally a large private house. It is situated in rural surroundings on the edge of a small village approximately three miles from Wincanton in Somerset. The residential accommodation is contained in the main house and in a new building completed in September 2004.

The school takes referrals from local educational authorities across the South & South West. A small number of referrals involve social services departments and these children spend their holidays in "looked after children" settings e.g. foster homes.

SUMMARY

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

This report is based on an inspection of The Marchant-Holliday School by Christopher Lewis, Locum Regulation Inspector and Debbie Flint, Regulation Inspector. The inspection took place over two days, on the 14th & 15th March 2006, following an introductory visit to the school on the 3rd March 2006.

The majority of boarding pupils completed questionnaires and many were spoken with on a more informal basis during meals, tours of the school and accommodation and during activity time. Senior managers, care staff and teachers were all spoken with plus a number of others including a governor, the head cook, the school seamstress and administrative staff. Time was also spent with the schools' visiting Independent Person. Staff were also asked to complete questionnaires. All those seen were very helpful and welcoming.

The views of parents and carers of the children were also sought by means of questionnaire. A representative selection of staff and children's files were examined plus a range of school records and policy documents.

What the school does well:

Marchant-Holliday school provides a secure and very caring environment for children who have some very complex social, emotional and behavioural needs and who have often experienced great difficulties at their previous schools.

The school meets all the standards required and exceeds them in many instances. It is particularly commendable in its efforts to offer an integrated approach to meeting children's educational, social and health needs, an approach, which not only supports children in their academic progress but also enables them to develop social skills and to grow in self-confidence.

The overall quality of care given to boarders is good with the majority of the children and their families reflecting that they were very satisfied with the school. Parents also confirmed that they were generally well pleased with the communication that exists between them and the school. Policies are in place to protect children from bullying. Staff work hard to develop acceptable behaviour patterns with systems of praise and regard being in place within a consistent and supportive structure.

The boarding facilities are comfortable and clean, with the new boarding house providing very high standard of accommodation. The old house is also warm and pleasant with a non-institutional feel to it.

Children are given the opportunity to join in with a variety of activities and encouraged to take part in games, as witnessed by a particularly energetic early morning football session.

Staff appear devoted, versatile and hard working in their approach to the children and they encourage an atmosphere of openness.

The food provided is high in nutritional value and the catering staff are commended for their work in helping so many of the children to try new tastes.

Children are able to speak to staff and issues are dealt with in a firm but fair manner. Records are very well maintained. The school enjoys consistent and strong leadership with a spirit of endeavour and tolerance.

What has improved since the last inspection?

The school has addressed the issue of staff receiving regular formal supervision.

Training around permitted sanctions has been implemented and clear guidelines produced over sanctions that are and are not remitted.

A CD format children's guide has been introduced.

What they could do better:

Any strengths that the school have far outweigh any small weakness. However, there are some areas in which the school could improve.

Although the need for formal one to one supervision of staff on a regular basis has now been recognised, this should take place at least once per half term, rather than termly as it is now.

There is a need to ensure that all children are kept safe by making certain that all county child protection manuals held throughout the school are the latest edition that are available, particularly in view of possible changes to procedure in the light of "Every Child Matters".

Although the methods of restraint used at the school have been approved by Social Services, given the vulnerability of both staff and children within the use of physical intervention, it would be prudent for the Head of Care to attend yearly updates on the subject to ensure that current practice and thinking is always being followed.

The rules for the rendering of major sanctions, particularly "bannings" needs to be more consistently followed.

It is recognised that the old residential building, while being of an acceptable standard, does not meet the levels of privacy offered by the new. It is further

accepted that once the development planned has been completed all aspects of boarding facilities should be of an equally excellent quality.

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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Scoring of Outcomes

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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 & 15

Staff demonstrate a good awareness of the health care needs of children. Healthcare plans contain the necessary information.

Meals are nutritional and well cooked and children are encouraged to eat a healthy diet.

EVIDENCE:

The staff at Marchant-Holliday school promote good physical, emotional and mental health in the children who attend the school, both as boarders and day pupils. The school matron is a registered general nurse who works closely with all the care staff to ensure that the children's health care needs are met. The children are all registered with a local G.P. practice with which the school has strong links, as they do with local psychiatric services. The G.P. with whom the school is associated wrote to say that he "continues to be impressed by the high standards of care provided by the school to the boarding pupils".

General health care plans were seen for a number of pupils, which were drawn up on admission and updated regularly.

Authorisations are held on file for the administration of medication and consent to emergency treatment. It is perhaps remarkable that so few of the children, given their range of behavioural difficulties, are receiving any prescribed medication. The records on the administration of those medications that are given out were clear and concise. Most children retain their home dentists as boarding is on a fortnightly basis and given the current problems in relation to NHS dentistry. General dental screening is provided in Yeovil if required.

Staff are well aware of the need to balance the children's right to privacy with the need to ensure their safety and well-being. Within the older part of the boarding house, it remains difficult to ensure an adequate degree of personal

privacy given the layout of the bathrooms, but the renovation and refurbishment project, once it is completed, should overcome this issue.

First aid boxes were in place in various locations around the school and all care staff have received first aid training at various levels.

The food provided by the school is very good; several meals were taken during the visit. Staff sit with the children and make meals more of a social occasion while also encouraging good behaviour at these times. It was noteworthy that a number of the children said that they will now eat virtually anything given to them, whereas before coming to the school, they had been reluctant to try any food unfamiliar to them (including, in many cases virtually any sort of vegetable). Most children reported that they liked the food, with some feeling that they were given insufficient portions at supper.

The kitchens were seen and the cook talked with. The kitchens were spotlessly clean and obviously very well run. Menus were examined and these confirmed that the children receive a balanced and health diet with a lot of fresh produce being bought locally. If any child does have a recognised special dietary need, then this is catered for. All staff in the kitchen have received food handling and hygiene training and the school has achieved a "Healthy School" award.

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

Children's right to privacy is respected and information kept on them is held securely.

Children are encouraged to voice any concerns they may have and effective complaints and anti bullying policies are in place.

Systems exist to deal with and report any notifiable incidents and absenteeism.

Staff are skilled in encouraging positive behaviours and in raising children's self-esteem.

The school is safe and secure and recruitment processes ensure that children remain protected.

EVIDENCE:

As mentioned before, at Marchant-Holliday School, the privacy of children is respected within the bounds of safety and within the parameters of the difficulties created by the bathing and toilet arrangement of the old house. Staff showed a good understanding of the rights of young children by, for example, requesting that the inspection process did not affect the routines and the need for a degree of discretion at the children's bedtimes.

Records are stored securely in locked offices and cabinets. Parents and others are encouraged to phone their children at least weekly and in some cases staff will initiate telephone calls for children. A pay phone is available and information about child line is displayed, but because of the children's ages and range of difficulties, it would not be safe to encourage all children to have unrestricted access to phones and mobiles are not permitted.

The school has an open approach to problems and a clear complaints policy; no formal complaints have been recorded since the last inspection of the school. The comments made by the parents and carers who responded to questionnaires were almost universally positive and included remarks such as, "they do an excellent job", and "they are firm but fair". Children were clear about what they would do if they wanted to complain about something serious. In addition, an independent visitor who is a social worker with many years experience comes into the school about once every six weeks and who was available for interview during the inspection. He described his visit to the school as, "well used" by the children and that the management group are open to any suggestions as to how things might be changed, from comments that he may make. He stated further that in his opinion, the school staff are very caring and "doing a good job in some very difficult situations".

Robust child protection policies are in place and staff spoken with demonstrated awareness and confidence in this area. The school aims to maintain a general ethos of honesty and open-mindedness between staff and children in the hope that a spirit is engendered in which children may speak freely if they are worried about something.

Care staff were aware of how they should respond if they suspected any abuse or if they were made aware of any direct allegations. Copies of the local area child protection procedures were available, although one copy that was examined was some twelve years old. It is suggested that the most up-to-date available one is obtained, particularly as systems are changing rapidly with the implementation of the new Children Act. No child protection enquiries have been initiated by social services in the last twelve months and good links are maintained between the school and the local social services department. All

staff including domestic staff, have attended child protection training. They hold the NSPCC certificate. 'Child Protection Awareness in Education'.

The school recognised that bullying can be a major issue and that the subject is a matter for the entire school community. A large number of the children at Marchant-Holliday are experiencing difficulties with their inter-personal relationships; the very close supervision and high staffing levels needed to help the children with such difficulties also help minimise incidents of bullying. Staff appear to be very vigilant at all times, maintaining a presence throughout the classroom, the school grounds and in the residential houses. The school has devised a "friendship day", as an approach to counteracting bullying. Staff find it more productive to talk about "being friends" rather than the concept of "anti-bullying" given the age of the children the school serves and the range of the children's needs. Examples of the artwork produced at the "friendship day" were seen on display within the school.

Unauthorised absences from the school are minimal. They usually consist of the children running off briefly and hiding in the nearby fields for a while. A comprehensive policy exists for staff to follow when a child does go absent and the use of staff personal radios enables them to communicate rapidly with each other to help de-escalate any situations before they might develop into something more serious.

Senior staff were aware of the need to report promptly any serious incidents relating to the protection of children to the Commission for Social Care Inspection.

Throughout the visit to the school, staff were seen to act in a positive and straightforward way to reinforce the need for appropriate behaviours in the children. They were observed working hard to calm down potentially difficult situations. The continuity of care between teaching and care staff was particularly impressive leading to an integrated whole-school community approach. All staff at all levels demonstrated a versatile and dedicated attitude to supporting the children whatever the abilities of individual children.

The school use a token system to help tackle the sometimes difficult and high-risk behaviours the children may exhibit and to reinforce good conduct. Unacceptable behaviours may lead to a loss of tokens. These tokens can be used in the school's tuck shop. Examples of the school supporting parents with the continuation of this when the child left the school were noted. At times, particularly unacceptable actions by children may result in a specific short-term ban, such as not being allowed to play with certain items of equipment. "Time Out" is also used in the classroom when children are having difficulties coping with group situations and these time-outs are recorded and monitored. The physical restraint of children is only used when it is essential to prevent children putting themselves or others at risk. Staff have been taught in methods of physical intervention. It was felt that it would be useful for Head of

Care to be updated on a regular basis on restraint techniques to ensure that the most modern and up-to-date theories on the subject and being followed.

After comments made at the last inspection, the school has now reviewed the sanctions that may or may not be used within the school. The recording of major sanctions used still needs some attention. For example, episodes of "banning" are noted in a sanction book, but it appears that the most recent of such bans in that book was some months ago, whereas evidence was seen on whiteboards of children not being allowed to use such things as scooters during the time of the inspection. The school is reminded that a record of all such sanctions should be made in a bound and numbered book within 24 hours.

Staff are trained in fire precaution and control techniques and evidence was seen that regular checks are made to smoke detectors and alarms. Fire drills have been held at regular intervals and a procedure for the safe evacuation of children is included in the staff handbook. The staff handbook also reminds the evening supervision that it is their duty to ensure that the building is safe by making sure ovens, fryers etc are turned off and that all fire doors are shut.

Three staff files were in very good order with tight systems to ensure, for example, that references are verified.

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 & 22

Care and teaching staff actively work together to encourage the children's educational and social progress.

Activities for children are well planned.

Individual children's support needs are met.

EVIDENCE:

It was clear that the principal, senior managers, care and teaching staff all work as a united team to provide a structured and stimulating environment to support the children at the school. The school has recently had an excellent OFSTED report which describes Marchant-Holliday as "a good school with many outstanding features... offering positive learning experiences to pupils in a secure and caring environment". Care staff demonstrated that they were very aware of individual children's educational progress, with clear lines of communication being in existence between care and teaching staff, and care itself fully supporting children's attendance in school, encouraging them to prepare for and attend school promptly. Teachers are all fully qualified with some having achieved specialist qualifications. Educational targets reflect emotional, social and care goals and general timetable provide routines and structures, which are of clear benefit to the children.

The overall quality of the curriculum has been described by OFSTED as "outstanding and very successful in engaging children in learning", a state of affairs helped in no small measure by the level of cooperation between care and teaching staff.

The range of activities on offer for the children was impressive with the children kept involved and busy. Activities include a lot of sports and games, music, church events, visits to places of interest and riding for the disabled. In many of the activities observed the children were motivated by staff and keen to be involved. A vigorous game of early morning football was watched from the sidelines in the "Rec" (the sports hall built by local subscriptions) and the children played well as a team.

The school is set in nine acres of woodlands, fields and gardens, and children appear to be particularly healthy and to be benefiting from regular exercise in the Somerset countryside. The school grounds include an adventure play area and outdoor heated swimming pool. Planning of activities by boarders particularly at weekends is thorough. Forward planning sheets are completed for activities, coupled with relevant risk assessments, to ensure that time is spent constructively. In the boarding facilities, a wide variety of games are on offer, along with a number of age appropriate books. The school also has a well-stocked library.

The individual support available to children is intensive, underpinned by the school's "special person" (key worker) approach. Care staff take on this role of special person to individual children to ensure the interests of that particular child are met and also to act as the principle liaison point between home and school.

The Assistant Head of Care has created a "memories" folder for each child at the school which contain photographs, certificates of achievement and so on, which the child takes away with him at the end of his stay at Marchant-Holliday thus contributing greatly to individual children's future reminiscences and possible more formal life story work as they grow older.

The children spoken with often named more than one person they could turn to should they have any problems and lists of those people children may speak with if they so wished were displayed prominently around the school. An external qualified counsellor visits the school every Friday and as stated before, an independent visitor comes in approximately every six weeks. Both these people contribute to the school's clear overall commitment to the care and support of children.

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):

2,9,11,17,20

Children are respected and their views are taken into account. Relationships between staff and children are open and honest enabling children to feel safe and well cared for. Admissions to the school are planned, as are transfers to other schools. Care needs are assessed; parents and children are encouraged to keep in contact with each other.

EVIDENCE:

Each “special person” has a clear responsibility to seek the views of the children for whom he or she is responsible. Children were observed putting their opinion forward particularly after mealtimes and at assembly and staff were seen to take the children’s feeling into account. Evidence was seen that children are helped to complete a house questionnaire each term, which goes towards the schools annual review process.

The commitment and care demonstrated by senior managers was commendable with children reporting that they found staff approachable. Clear boundaries are in place and enforced in a strict but fair manner. The staff team work closely together and offer a consistent attitude towards the children.

Admissions to the school are all on a planned basis. Children are considered for admission following referrals made by Local Education Authorities. Pre-placement assessment and familiarisation visits are made to the school by children to determine whether the setting is a suitable one for any particular child, and also to make a child more comfortable in his new surroundings if he does eventually start at the school. The background material that is collected on children during the assessment process was seen to be comprehensive. At admission families are fully involved in the process.

At the stage when a child is ready to move on from the school, it was clear from the documents examined that all such moves are well – planned.

The files for four young people were seen, each file was clearly laid out and systemically organised. It was evident that reviews had taken place and that the appropriate people had been invited to their reviews.

The school now operates a fortnightly boarding system for up to 32 children, plus day schooling for eight children aged from seven to twelve years so children therefore see their families on a regular basis. The school's statement of purpose declares that the development of good relationships with the families of the children it cares for is excellent for the achievement of the best possible outcomes for their children. Parents who responded to questionnaires confirmed that they enjoyed good communication links with the school. One parent simply described the school as "brilliant". Telephone contact between home and school is encouraged, with parents saying that they can phone the school every night if they wish and that staff are always available for consultation. One parent made the point that it is sometimes difficult to get through to the school by phone in the evening. Weekly letter writing by children to parents & carers is encouraged. As mentioned, children, in view of their age and in certain cases, level of vulnerability, are not permitted to bring mobile phones into the school.

The school has a system of sending regular reports to parents and carers, often backed up by statistical analysis of achievement rather than bland statements such as "he is doing well". Families are encouraged to attend events at the school and the take up of such invitations is reported as being generally very good.

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):

16,21,23,24,25

Children wear their own clothes after school and are able to make choices as to how they spend their pocket money.

Children move on to appropriate senior school. The school's older boarding facilities are satisfactory though less than ideal, however, plans are in place to bring them up to the standards of the new building. Children's need for privacy and dignity and respected with sufficient toilets and bathrooms being available.

EVIDENCE:

During the school day, the children all wear a uniform provided by the school, items of which are well maintained by the seamstress. Children bring their own casual clothing to the school, which they wear after classes. The school keeps a supply of "emergency" clothing should it be required. Managers are clear that keeping a child in uniform after school hours, as a punishment is not permitted. Most of the toiletries that the children may need are brought from home.

Pocket money amounts vary according to the age of a child and parents are requested to provide this at the start of each term. Staff advise children on how this money may be spent. The school token system is designed financially

to provide praise and adult approval for good conduct and to help the children develop socially acceptable behaviour. However, while the system gives instant recognition for behaving well, the school also believes that some material reward is also necessary and the tokens can be spent on items in the school shop.

The preparation for children to move on to other schools as described by senior staff is good, with excellent relationships said to be maintained with senior schools in the area and work also being done to settle children who live further away into suitable secondary schools.

The school is situated in rural surroundings close to the town of Wincanton. There are railway stations at nearby Castle Cary and Templecombe, this making rail access straightforward. The school has been developed over the years from a large private house; the boarding provision is contained in the house and in a new building attached to the main house.

The old house boarding facilities, while being kept very clean and serving their facilities adequately, has restrictions place on them by their age. In contrast, the new building has been constructed to a very high specification and is very bright and modern in design. Plans are in place to bring the old house up to the standard of the new by gutting the upper floor and then completely rebuilding the interior. Work is also necessary to improve disabled access. The sum of money needed to complete this project is large but the Principal is confident that it can be found. An Appeal Manager post has been created to help co-ordinate efforts to raise the cash.

All boarding provision was spotlessly clean, warm and homely. There was no obvious signs of damage despite the wear and tear the accommodation must suffer from the at times, very boisterous boys. Bedrooms were personalised and furnishings were suitable for purpose, though one child did say that he felt the beds were rather hard.

The fire authority has not had occasion to visit the school recently and have written to say that if all recommendations made previously have been fully implemented and maintained then no further comment is necessary.

There is a designated laundry area and ample toilet, bath and shower facilities, all of which are of a good standard. All toilet locks were working and could be opened from the outside by staff should this prove necessary.

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):

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

The school has a statement of purpose supplemented by a school prospectus. Files on children are well kept- and held securely, as are staff records. Staff receive the training necessary to meet the needs of children. Staff are supported through formal supervision, times need to be increased. The Principal, Head Teacher and senior management team provide good leadership in both the teaching and boarding aspects of school life. The school's governing body are very involved and members visit the school regularly.

EVIDENCE:

The Marchant-Holliday school's statement of purpose accurately describes the overall purpose and aims of the school's statement is backed up by a very well and recently produced school prospectus. The prospectus is laid out in an attractive way, containing as it does, scores of colour photographs depicting various aspects of school life. In addition a CD "guide for new pupils" has been

devised by one of the governors. This was viewed and was considered to be very user-friendly, the school is complimented on its use of information technology in this way.

Care plans for children are systemically organised and were seen to give good picture of assessed needs. Records on children are kept securely locked away. The school now holds a great deal of information electronically as well as on paper, also in a secure fashion.

Rotas that were examined showed that the levels of staffing were satisfactory, particularly at critical times of the day and night in the boarding facility. Senior staff members are on call, usually by means of radio should back up be needed by care staff. The school monitors all those coming in and out and visitors are asked to sign a visitor's book.

Levels of staff training are satisfactory and cover a wide-range of subjects including first aid, race awareness, behaviour management and positive control.

The school improvement plan help identify areas of staff training need. All staff are trained in issues around child protection, including ancillary staff

Care staff are clear about their role and accountability and feel well-supported. Following a recommendation made at the last inspection, formal supervision is now given on a termly basis, and it is advised that to fully meet standard 30.2, this should be increased to twice per term.

Staff meeting are held and staff handovers are good; there is a suitable system of annual appraisals in place.

The school is well managed overall by a strong senior management team led by the Principal who provides a very visible presence and who is a source of support for both the children and staff. The Head of Care holds a certificate of social care qualification and the school is a registered NVQ assessment centre. The whole staff group work very well together and are very committed in their approach to the children.

The governing body of the school is very involved and members of that body visit on a regular basis. One governor gave of his time to meet with the inspectors and was able to offer them considerable insight into the governors' strong and committed role within the school. Examples were seen of the half-termly reports made by governors; they were judged to be comprehensive and well-balanced.

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	3
15	4

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	4
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	4
13	4
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	3
9	4
11	3
17	3
20	3

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	4
28	3
29	3
30	3
31	3
32	3
33	3

Are there any outstanding recommendations from the last inspection?

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	RS5	Copies of the local child protection procedure need to be the latest edition available	
2	RS10	Records of major sanctions should be consistently kept in a bound and numbered book	
3	RS10	The Head of Care should receive regular external training updates on the use of physical intervention with children	
4	RS30	All staff should receive individual formal supervision for at least one and half hours each half term.	

Commission for Social Care Inspection

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