



Making Social Care  
Better for People

# inspection report

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

## **The Priory School**

Pickeridge Close

Taunton

Somerset

TA2 7HW

13th December 2004

## 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>
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**Name of School**

The Priory School

**Address**

The Priory School, Pickeridge Close, Taunton, Somerset,  
TA2 7HW

**Tel No:**

01823 275569/252620

**Fax No:**

01823 330277

**Email Address:**

office@priory.somerset.sch.  
uk

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

Mr Chris Sweeney

**Name of Head**

Mr Chris Sweeney

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

12/11/02
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<b>Date of Inspection Visit</b>		13th December 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Pam Fletcher	096736
<b>Name of CSCI Inspector</b>	<b>2</b>	Jon Swift	164147
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Christopher Sweeney and Jacqueline Spearing	

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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 The Priory 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**

Priory school is a Local Authority provision for boys who are subject to an Educational Statement of Need, within the category of EBD. The school is located on the outskirts of Taunton within a housing development.

The school has 56 pupil places and weekly boarding provision for a maximum of 10 places. The boarding house is attached to the school and operates as a separate provision. The boarding provision is used flexibly to meet individual needs, which include after school activities for a small number of pupils.

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

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

Following a period of turbulence and uncertainty, which involved the appointment of a new Head Teacher and a thorough review of boarding provision by the Local Education Authority, the inspectors were impressed with the holistic approach in meeting the care needs of the individual young people who are boarding at the school. This opinion is supported by parents, staff and the young people, who all feel justly proud of the positive outcomes that are achieved for each young person. There is clear team ethos around the school and care staff were highly motivated and professional in their approach.

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

The Head teacher is aware of the need to have clear plans and records in place. He has used this inspection as an audit to prioritize the necessary actions needed to underpin the very good work that is taking place. This detail is clarified within each of the standards of this report. The plan of works for upgrading the existing provision needs to be finalised as soon as practicable.

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

The inspectors found that the boarding provision offered a positive experience to young people who have experienced difficulties in previous schools. All of the young people spoken with considered that they were maximizing their opportunity to develop both socially and educationally. Parents also considered that the team approach and high levels of communication and support from staff, assisted young people to move forwards in their lives.

**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:

The grounds for any Notification to be made are:	
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**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	
1	CH1	Statement of Purpose to be finalised.	
2	CH26	Environmental Risk Assessments to be undertaken regularly and recorded.	



<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
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**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.**

<b>RECOMMENDED ACTION</b>			
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	RS1	The School needs to develop a Statement of Purpose describing what it sets out to do, to include all matters as described in Standard 1	20/06/05
2	RS7	The protocols and processes in place for Child Protection should be further developed to include all matters as listed in Standard 5	20/06/05
3	RS7	All significant events as listed in Standard 7 .2 should be reported to the Commission for Social Care Inspection. A system of reporting such events should be devised without delay.	21/03/05
4	RS10	A record of all sanctions should be held in a dedicated book in line with Standard 10.9. Incidents that involve the use of physical intervention should also be recorded in a separate, dedicated book, and should include all the details as listed in Standard 10.14	17/01/05
5	RS19	The school should maintain, and retain, clear and accurate records of all matters as listed in Standard 19	21/02/05
6	RS29	The school should have a clear induction and supervision programme in place, to include all aspects of Standard 29	21/03/05

## 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	RS6	It is advised that the school's Anti Bullying policy is reviewed and updated.
2	RS8	The protocol for reporting unauthorised absences needs to be underpinned by an updated policy document.
3	RS14	It is strongly advised that the systems for the administration, storage and recording of medication are reviewed. Policies should be developed to underpin best practice and if necessary further pharmaceutical guidance sought.
4	RS17	It is advised that the current care plans used for boarders are further developed and expanded upon, in order for them to fully underpin and inform practice.
5	RS30	All staff should receive planned, formal supervision in line with Standard 30.2. This should be recorded as discussed in Standard 30.3.
6	RS32	Records should be monitored and signed as discussed in Standard 32.2.
7	RS27	The Head Teacher should review the systems in place for retaining staff recruitment files.

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	YES

Checks with other Organisations

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

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	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	13/02/04
Time of Inspection	0830
Duration Of Inspection (hrs.)	18.5
Number of Inspector Days spent on site	2

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

<b>BOYS</b>	<input type="text" value="7"/>
<b>GIRLS</b>	<input type="text" value="0"/>
<b>TOTAL</b>	<input type="text" value="7"/>

**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?	2
Following the last inspection the Local Education Authority have undertaken a review of the boarding provision within the county. This had concluded that the Priory will retain its boarding provision and funding has been secured until August 2006. The Head teacher is now in the process of developing and implementing a 'Statement of Purpose' for the school. The Head and his local management team have a clear vision and expectation of the arrangements for pupils and their families who use the boarding provision.		

## 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?	4
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Following the recent changes of Head teacher and the unsettled period that ensued for all staff, it is commendable that the staff team have continued to be proactive in trying to involve the young people in the day to day running of the boarding provision. This has included young people being represented through school council meetings. The young people are nominated by their peers to represent their views at these meetings. It was reported by the young people that this is valued and they felt that their views are truly heard and taken into account. The inspectors were also told, and observed, that young people were able to speak with any member of staff whenever they wished.

The Head of Care undertakes a pivotal role in liaising with families, young people and teaching staff which includes her making home visits. During the inspection three parents visited the school in order to express their high level of satisfaction regarding these arrangements.

**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**

Following the last inspection a pay phone had been made available for the young people and it was reported by staff that young people use this facility. The inspectors consider this to be a positive development but were concerned that young people did not have free access to the telephone. The Head Teacher was advised to review these arrangements.

Throughout the inspection it was observed that all staff showed an awareness of the need to both maintain and provide a good level of security in the staff office, where case files were held.

The boarding provision has several areas that provide appropriate levels of privacy for meetings with parents and or other professionals.

Staff spoken with during this inspection demonstrated a clear understanding of the young people's rights and needs for privacy. This included entering bedrooms, bathing and showering arrangements and a very sensitive approach to young people with enuresis.

The inspectors identified a lack of understanding from some staff on the school's practice and policy on searching young people's rooms. It is advised that the Head of Care review the existing arrangements and ensures that all staff receive up to date training in this area.

**Standard 4 (4.1 - 4.8)**

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

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

All of the young people spoken to during the inspection demonstrated a clear understanding of their right to complain and the processes available to them. However, from the records viewed the inspectors did not see any recorded complaints. Throughout this inspection the inspectors were aware of young people raising concerns with various members of both teaching and care staff. This appeared to result in the young people being satisfied with the outcome from these conversations.

The school have displayed a helpful list of people/organisations who are available for young people to contact. However, this information did not include the contact details of the Commission for Social Care Inspection (CSCI). The inspectors advise that the school review their current process for recording complaints and provide training for all staff on what constitutes a complaint.

**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:**

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0
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**Number of above complaints substantiated:**

0
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## 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?

2

The staff that had been at the school for some time were very clear on the processes and protocols to follow in the event of a child protection issue arising. However, the inspectors found that new staff and ancillary staff had not received appropriate guidance and training in this area. It is recommended that the school review their current induction programme to ensure that child protection information is shared with staff as soon as possible.

The school has an outdated copy of the Area Child Protection Committee handbook, and are advised to obtain a copy of the most recent publication. The Head teacher should also develop links with other agencies concerned with child protection to underpin the schools reporting processes.

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

0

<b>Standard 6 (6.1 - 6.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
<p>The staff and the young people acknowledge that bullying is a real issue at the school. However, the inspectors were informed by the young people that anyone found to be bullying were dealt with without delay. They also said that they felt staff supported them whenever they shared their concerns.</p> <p>The current Anti Bullying policy provided to the inspectors requires review and updating to ensure that it is both appropriate to the school and provides information to the young people on what constitutes bullying. This review would underpin the Head's approach to introducing 'Restorative Justice' principles.</p>		
<b>Percentage of pupils reporting never or hardly ever being bullied</b>	X	%

<b>Standard 7 (7.1 - 7.7)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	1
<p>During the inspection the Head teacher discussed a recent suspension of a member of staff, and the actions he had taken. It was acknowledged and agreed that this had not included Notification to the CSCI. Further discussion identified that there had been other Notifiable events and the Head agreed to develop a system for reporting and recording such incidents.</p>		
<b>NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:</b>		
• conduct by member of staff indicating unsuitability to work with children		0
• serious harm to a child		0
• serious illness or accident of a child		0
• serious incident requiring police to be called		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>	2
<p>The school have adopted the Avon and Somerset Constabulary missing/ found persons protocol, which is used in the event of any unauthorised absences. The school policy document underpinning the reporting practice in place needs updating.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>	X	

## 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
<p>Throughout this inspection it was observed that young people had a positive relationship with teaching and care staff. There was a mutual respect for each other, which had an appropriate balance in providing positive care within clear boundaries. Parents and young people spoken with were very positive about the support and accessibility provided by all staff.</p>		

### Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	1
<p>The philosophy of the school is to reward positive behaviour and to provide young people with incentives to develop socially acceptable behaviours rather than have an emphasis on punishment. It is anticipated that this will be further developed with the introduction of the 'Restorative Justice' principles. A clear 'Points' system is in place, which encourages young people to maintain positive behaviours. This system was clearly understood by staff and by young people, and was considered by all to be fair.</p> <p>From the records viewed it was agreed with the Head Teacher that the existing records for sanctions and incidents of physical intervention were not meeting the required standard. It was also recognised that a system for reviewing these records needed to be developed.</p> <p>The arrangements for handovers between the care and education settings, address issues of control and create a means of responding to behaviours that are not acceptable.</p> <p>The Head Teacher told the inspectors that the current training in physical intervention is being replaced by the 'Team Teach' method.</p>		

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

### Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	4
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The Head of Care is actively involved with all new admissions which includes her making visits to the young person's home and creating a sensitive and individualised admission process for each young person. This work is considered by parents to be invaluable and parents told the inspectors that the level of support offered was excellent.

It was evident from the staff spoken with that they were clear about the aims of each young person's placement and had a good knowledge of their key young people. However, the records maintained did not provide a clear picture to the inspectors of the planning and reviewing processes.

The school have now adopted a strategy of not providing boarding for young people in their final year. The reason for this is for the young people concerned to reintegrate into their own communities. This process is gradual and offers creative arrangements for supporting young people and their families.

**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

There is a positive relationship between care and teaching staff, which provides a good basis for sharing information on young people. This also assists in providing creative activities for the young people in the evenings. The inspectors were told of arrangements where young people have been provided with reading books and other homework tasks.

**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

A range of activities were available to young people using both the boarding provision and local facilities. These included ten-pin bowling, uniformed organisations and the local swimming pool. The inspectors became aware that staff engage young people in selecting activities of their choice. This involved staff being creative in the use of provisions, within the available budget. Care is taken to ensure that all venues and activities used are compliant with the risk assessments for each young person. The inspectors were impressed that the young people had been involved in making Christmas puddings to take home for their families. A range of board games, videos and play station games were available, these were all age appropriate.

**Standard 14 (14.1 - 14.25)**

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

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

2

The inspectors found that staff work closely with families to identify the health care needs of the young people. This view was supported by parents who spoke with the inspectors and reported that they were always consulted on any health care matters. However, perusal of the records maintained on each young person did not hold the individual information that staff had been able to describe to the inspectors. It was agreed with the Head of Care that records required review and update to reflect the positive work that is undertaken.

All care staff had recently completed an appropriate First Aid training course. First Aid boxes are available within the boarding house and the school vehicles. The inspectors were told that these were regularly monitored by a member of staff but there was no record to support such action.

The inspectors were shown the storage arrangements for medicines, including the records of administration. It was found that the handling of medication by staff was not being undertaken in a hygienic manner. Advice was provided on overcoming this issue, which was relayed to the staff team during this inspection. The records of medication were appropriately detailed but staff should be signing their name and not using initials. The stock record of paracetamols did not correlate with the number of tablets available. Advice was offered on the reduction in the quantities of the stock stored. It is the inspector's opinion that the staff team would benefit from a visit by a pharmaceutical professional.

**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

All meals are prepared in a central kitchen by staff that have been appropriately trained. This area was of a commercial style and young people were prohibited from entering. However, a small domestic style kitchen is available for young people to acquire self-help skills in cooking.

Menus are prepared on a four-week cycle and include the young people's preferences and dietary needs. The school have adopted the healthy living approach to the foods provided and there was a good balance between nutritious options that appealed to young people.

The young people who are boarding or staying after school for activities eat their meals in a small dining room, with staff. The school also operate a 'Breakfast Club' for all pupils, which was popular and appreciated by the young people.

**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

The school have a simple uniform that is adhered to by all of the young people seen. It was also observed that young people changed into their choice of clothes after school. There is an onsite laundry facility, which young people can access with staff support. The school also makes available a small supply of essential toiletries.

## 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

All young people have a written placement plan which is known and available to them. Discussions with key workers clearly demonstrated a detailed knowledge of the young people and their specific needs. The inspectors were concerned that the level of information held on record did not provide sufficient detail.

### 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

Each young person has an individual box file that contains all of the information required. This is in addition to educational files, which also hold the young people's Statements of Educational Needs' The inspectors are aware that the school are reviewing these records to ensure that information can be easily identified and accessed. This will also include a process for staff to sign and date all entries.



**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?**

1

The Head teacher demonstrated an awareness of the need to maintain records on staff and young people.

The information on young people is generally well maintained albeit there are some minor shortfalls, which the Head Teacher holds elsewhere. It is advised that a register is created to include all of the items in Standard 19.2. A similar record for staff and other persons should also be created.

The Head Teacher has an individual file on each member of staff but some of the required information is not available. The inspectors were told that information was available on the main file held by the Local Education Authority. In order to meet Standard 19.2 the Head is advised to create and maintain records as required.

The Head was advised to obtain advice on the current accident log as the inspectors consider that it does not comply with the data protection requirements.

The school have a visitor's book, which is held, in the administration office. The siting of this book can mean that a times not all visitors to the boarding house are recorded. It is advised that the Head reviews current practice.

**Standard 20 (20.1 - 20.6)**

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

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

4

The involvement of parents in all aspects of boarding are considered to be a high priority. During this inspection it was noted that staff were in regular contact with parents, and the parents who spoke with the inspectors considered they were consulted and advised on all issues regarding the care of their young person.

All of the young people are able to use the office telephone to contact their families on a regular basis. The introduction of the pay phone further supports the existing arrangements for young people to maintain family contact. The inspectors were also aware that individual arrangements were made for young people to retain their involvement with the family. During the inspection one young person was supported in making a home visit, at his own request, because he wished to attend his sibling's birthday party.

**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?**

0

None of the young people accommodated at the time of this inspection were placed by Social Services.

**Standard 22 (22.1 - 22.13)**

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

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

4

Young people told the inspectors that they could approach any member of staff, at any time to discuss any issues or concerns that they might have. This practice was observed throughout the inspection process, with all grades of staff, approached by various young people. One parent commented that she considered that the school actively promotes the involvement of young people and assisted with the development of their social interaction skills.

The school does not have any specialised therapeutic services but does have a counsellor who is a regular visitor to the school to undertake planned work.

Key working plays an integral part of the care provision in the boarding house. Each young person was given a nominated person to provide the close links between home and school.

## 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?	
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The school has recently been advised by the LEA that they will continue to provide boarding as a County provision. A detailed report has been prepared by the LEA, which identifies works that are required in order to meet current expectations for boarders, and meets with Health and Safety requirements. A detailed plan of works has not yet been agreed and therefore no date for this work to commence has been set.

### 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?	
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All of the young people are accommodated in single rooms that are maintained to an acceptable standard. Staff support young people in personalising the rooms with posters and other items. The school also provide each young person with a television and stereo for use in their bedrooms. Some of the young people commented that they would like to change the décor of their rooms but are aware that changes are imminent. All of the bedrooms have door locks fitted and the rooms are kept locked during the day to prevent any intrusions from other young people in the school.

**Standard 25 (25.1 - 25.7)**

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

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

3

The boarding provision at the school holds an ample number of baths, showers and toilets, which offer young people privacy. All facilities appeared clean and well maintained. The young people's questionnaires did raise the issue of a lack of privacy for boarders when they are using the shower facilities in the education site.

**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?**

1

The inspectors were advised by the Head Teacher that professional support staff in conjunction with the fire department had recently visited to assess these areas. Their report is awaited. Meanwhile the Head Teacher is advised review his expectations of who is responsible for both undertaking and implementing fire safety measures and the development of environmental risk assessments. This is an outstanding issue from the last inspection.

Young people and staff are regularly updated in the emergency evacuation procedures for the boarding area and these have included drills at various times. The testing of alarms and equipment is undertaken but the school should seek clarity on the frequency of these tests.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

#### Key Findings and Evidence

#### Standard met?

3

The inspectors saw a number of care staff files. The files seen were found to be incomplete. The inspectors were told that the main staff records are held centrally at the Local Education Authority offices.

The inspectors were told by the Head Teacher that all new staff complete a Criminal Records Bureau check prior to starting at the school. The Head Teacher stated that no one starts employment until all checks are complete and references are in place.

The inspectors were informed that staff who were employed prior to the Criminal Records Bureau process commencing in April 2002, have not had their existing checks ratified under the new system. Although there is not a requirement for existing staff to have these checks updated on a three yearly cycle, it is advised that the Head Teacher reviews the safety of these current arrangements.

<b>Total number of care staff:</b>	5	<b>Number of care staff who left in last 12 months:</b>	X
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**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 allocated staffing levels for the boarding house appeared sufficient. However, during this inspection it became evident that staff were involved in wide ranging tasks that included classroom support, visits to parents, liaising with professionals and parents. The inspectors were impressed with the staff commitment to provide high quality care to the young people and their families. It is the inspector's opinion that the available staffing levels are only sufficient for the number of boarders accommodated, and that any reduction in levels would compromise the high standard of care provision currently in place.

A member of staff undertakes 'waking night' duties and is supported by a member of the care team sleeping in. When there is no waking night staff, two members of staff sleep in. Young people are aware of who is sleeping in by the use of photographs displayed outside the sleeping in room. During this inspection it was noted that the waking night staff patrol the sleeping area and undertake laundry duties. It was of concern that this member of staff had no means of communicating with the sleeping in member of staff whilst performing her tasks. It is advised that a cordless telephone is provided.

A record is kept of the young people who are resident each night, which is also used as a fire record in the event of an emergency.

**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?**

1

The school are aware that a formalized programme of induction and ongoing training needs to be developed and implemented as a priority. During this inspection it was not possible to verify what training or induction had taken place, although it was apparent that staff were involved with the general training provided during inset days.

The inspectors were told by the Head Teacher that a training group was being put into place in order to address training needs for both care and education staff.

**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**

The school have developed and maintain an informal staff support system and the staff spoken to during the inspection all reported feeling well supported as a team. Staff also told the inspectors that they felt able to approach both the Head Teacher and the Head of Care when problems or issues arise.

The inspectors found that new members of staff are not receiving appropriate levels of supervision in their first two terms, and that existing staff had only recently begun to receive formalized supervision. Staff spoken to felt that they would benefit from regular, planned supervision. The senior staff recognised the benefits of a planned approach, and the need to record the positive work that is taking place.

The school have an anti smoking policy, which prohibits staff smoking in the presence of young people. During this inspection it was noted that young people who smoked adhered to the school rules and used designated areas.

## 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 Head of Care is a qualified social worker and an NVQ assessor. The team leader is currently undertaking NVQ level four in Care Management and plans to commence the Registered Managers award.

All staff are encouraged and supported to undertake NVQ level three training and existing staff are at differing stages of progress.

The school have developed debrief meetings that are held before and after school and involve care and education staff. Boarding staff also have a daily handover meeting, which clarifies and plans the activities in the boarding house.

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

X %

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

Standard met?

2

The school's boarding provision had recently been reviewed and a decision had been made for boarding to continue until 2006, when it will be subject to further review.

It was evident from this inspection that the Head teacher is fully involved with the daily practices of the boarding house. This is achieved through regular meetings with the Head of Care and daily visits to the boarding area. The inspectors found that there were no recorded systems in place that demonstrated that the Head Teacher or Head of Care had formally monitored boarding house records on a regular basis. The school are aware of these shortfalls and are taking remedial steps to rectify this situation.



**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?**

0

This area has not been fully developed or implemented by the school and therefore has not been inspected on this occasion.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for the 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 13<sup>th</sup> December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by Friday January 21st 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Mr Chris Sweeney of The Priory School, Pickeridge Close, Taunton, Somerset, TA2 7HW confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Or**

**D.3.2 I Mr Chris Sweeney of The Priory School, Pickeridge Close, Taunton, Somerset, TA2 7HW 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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