



*Making Social Care  
Better for People*

# inspection report

**RESIDENTIAL SPECIAL SCHOOL**

**Pencalenick Residential Special School**

**St Clement  
Truro  
Cornwall  
TR1 1TE**

*Lead Inspector*  
**Chris Passmore**

*Key Announced Inspection*  
**5th December 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

<b>Reader Information</b>	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	<a href="http://www.csci.org.uk">www.csci.org.uk</a>

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](http://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](http://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** Pencalenick Residential Special School

**Address** St Clement  
Truro  
Cornwall  
TR1 1TE

**Telephone number** 01872 520385

**Fax number** 01872 520385

**Email address**

**Provider Web address**

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

**Name of Head** Mr Andrew Barnett

**Name of Head of Care** Mrs L Faulkner

**Age range of residential  
pupils** 11 - 16

**Date of last welfare  
inspection** 08/03/2006

## **Brief Description of the School:**

Pencalenick School is a Local Authority Special School. It provides education for boys and girls aged 11 to 16 years with complex learning and communication needs and autistic spectrum disorders. The school aims to provide an environment for children to develop individually and reach their potential. It is housed in a large, mature country house and additional buildings, in extensive, picturesque grounds looking across towards the Tresillian River. The school has a majority of day pupils but also provides weekly boarding facilities for 29 children. The boarding facilities are located in the main house. Children are accommodated on two corridors of the first floor, according to gender. Communal areas provide indoor space for children to play and integrate. Children who board are resident from Monday to Friday during school term, returning to their families on Friday afternoon. Activities are arranged each evening after school. There are minibuses for trips off campus. The school has achieved the 'Investors in People' Award, 'Investors in Education Business Partnership Award, the 'Schools Curriculum Award' and the Eco School Award.

# SUMMARY

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

This inspection of the school took place over two days and involved reviews of records, meetings with key staff, the Chair of Governors and boarders. Time was spent on the boarding landings each evening

Due to changes in Inspection methodology not all the standards were assessed; instead the inspection focussed on the Key Standards identified by the commission. The last full inspection of the school took place in March 2006 and this inspection would not normally have been timed to take place so soon after. However, because of the transfer of children's service inspection from the commission to the new Ofsted in April it was necessary to bring this inspection forward. Many of the standards were assessed at the last inspection and unless there have been significant changes they have been reported as before.

This inspection showed the school to be making good to excellent provision for those pupils who stay at the school from Monday to Friday as weekly boarders.

Because Pencalenick is essentially a day school with a small boarding provision many of the usual responsibilities for health care do not feature with such prominence as in a true Residential Special School. The school has however made appropriate arrangements for the care of boarders whilst at the school.

There is a good track record of safeguarding children at the school and this has not diminished in the past 9 months since the last inspection.

Boarders have a happy time at Pencalenick where they have evening activities under the supervision of staff and are able to join in with the wider school activities. Boarders are represented on the school council and there are ample other opportunities for them to express their views on how the school and boarding is being run.

There is strong, clear leadership of the school by the Head that extends equally into boarding as the school. Indeed there is little or no distinction between boarders and day pupils in terms of their education and care whilst at the school.

## **What the school does well:**

- Cares for boarders as individuals
- Staff know boarder's individual; needs and respond to them accordingly
- There is a strong anti-bullying policy and children are enabled to express their concerns
- Gives children the opportunities to experience and enjoy a wide range of activities and community involvements

## **What has improved since the last inspection?**

- The physical presentation of the boarding accommodation continues to be improved with mid to long term plans in place for its development
- New dining room furniture has been purchased
- Staff training in NVQ is almost completed

## **What they could do better:**

- The responsible authority must take control of the heating contract and make arrangements for heating to be provided in toilets and bathing areas
- Comply with the requirements of the Fire Safety Orders legislation

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection



# 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)

## The Commission considers Standard 14 the key standard to be inspected.

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

14.

Health care remains the responsibility of the parents or guardians. The school is actively involved in supporting each child's known needs and will be involved in health care reviews or with other health professionals where appropriate. If any boarder becomes ill during the week they are usually returned home.

Quality in this outcome area is good.

This Judgement has been made using available evidence including a visit to this service.

### EVIDENCE:

- The school has a comprehensive Personal and Social Health Education programme. This has recently been extended into parent groups discussing sex education and personal health. There were a variety of age/ability appropriate books for children and parents to look through.
- Individual pupil needs are assessed and known and the school is now looking at access to Child and Adolescent Mental Health Services.
- Records gave evidence of boarding staff putting personal-hygiene principles into practice for individual pupils
- General healthcare remains the responsibility of parents but there was evidence in records of staff assisting or enabling children to meet appointments made with health professionals.
- Annual school medicals were behind schedule due to the retirement of the previous medical officer but these were expected to be caught up on in the new year, with the appointment of a new medical officer.

- There was only one boarder with any regular medication at the time of the inspection and arrangements for the storage, administration and recording of this was satisfactory. It is anticipated that the next year's intake of pupils will have increased complex needs and with that increased and complex medication requirements.

# 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)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

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

3, 4, 5, 6, 8, 10, 26, 27.

The school has a good track record for safeguarding pupils and boarders are especially well protected. Where there have been shortfalls in monitoring in the past they have been generally responded to and the environment of the school is a happy one.

Quality in this outcome area is good.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

- Information regarding pupils is kept securely with tracking systems in place to monitor access to files. More sensitive information is kept either by the Head or Head of Care and is limited in access. staff supervision of boarders before and after school is unobtrusive but staff remain very aware of where boarders are.
- The school has sound procedures for the protection of children from abuse. The Head of Care has child protection liaison responsibility and has established good relationships with local child protection teams and the Joint Consultancy Team. There had been only one referral since the last inspection and there was a clear record of this.
- The school has a robust whole school approach to Bullying and it is not a major issue for the school. The school is aware that isolated incidents do still take place and these are dealt with in an appropriate manner.
- There were very good relationships between staff and boarders and boarders usually responded positively to guidance and redress from boarding staff. There were appropriate expressions of positive physical contact between staff and children, especially around bedtimes.
- The school had responded positively to the letter of non-compliance issued by the County Fire Brigade shortly after the last inspection. A full school and fire risk assessment was planned to be carried out by the Estates Manager and a governor in January 2007 to comply with the new Fire safety orders legislation.
- Other safety checks were in order. Where it was suggested in the last inspection that the new central heating pipes be boxed in the school has responded to the risk by reducing the temperature of water flowing through the pipes without adversely affecting the temperatures in rooms.
- Security of the main house after school hours was working well with the new system of door locks. Boarders were able to have access to areas other than the boarding landings but were protected from intruders.
- Staff recruitment is carried out by personnel in the education directorate at County Hall and there were only modular files available at the school. Files for 2 newly appointed staff were sampled and these provided evidence of CRB checking before commencement of duties.

# 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)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12, 22.

Pupils at Pencalenick are given every opportunity to achieve their maximum potential. Their individual needs are known and they receive care and support from the whole school team.

Quality in this outcome area is excellent.

This Judgement has been made using available evidence including a visit to this service.

### EVIDENCE:

- The school does not operate a 24hour curriculum but boarding and teaching staff have daily meetings to discuss boarders experiences of the day and the evening and night. If any boarder wants or needs to do any academic work in the evenings then staff will be on hand to assist.
- This interface enables all staff to work towards agreed outcomes for boarders, whether these relate to school or home issues. There are daily 'after school' activities arranged for boarders before the evening meal and again after, until bedtimes.
- Observation of Boarders interacting with staff showed how individual attention was sought and given, as well as how staff responded appropriately to individual 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)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

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

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

- Boarders have ample opportunities to express their views and contribute to the organisation of boarding. There are boarders meetings and an open agenda is placed on the notice board for areas of discussion to be added. There are many other informal opportunities around meal times or evening snacks when boarders talk in small groups with staff. Boarders' views can also be put forward through boarder representation on the Schools Council.
- Because Pencalenick is a four night a week boarding facility contact with friends and family is not a major issue. Contact with family can be

maintained through the week using either the payphone provided or increasingly their own mobiles.

- Parents are also able to phone in if they have concerns, and staff will make calls to parents in circumstances such as illness or significant events.
- Because of the brevity of stay care plans are not heavily used but there were guidelines to behaviour, health plans and individual targets in pupil files sampled.

# 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):

24.

The school premises are a mix of new build and original Country House. Boarding is set out on two first floor landings and has been refurbished over the past two years. Because of the size of the House and the evolving nature of the school redecoration and refurbishment is an ongoing this project. However, the property is also the heart of the school and boarders are well accommodated on their respective landings.

Quality in this outcome area is good.

This Judgement has been made using available evidence including a visit to this service.

## EVIDENCE:

- Several of the issues raised through the last inspection have not been addressed.. However, these mainly involved capital expenditure and were not within the financial constraints on the County Council. In other areas the head has made money available for refurbishment and the boarders landings were mainly warm, suitably decorated and well



furnished and fitted. The recent change to mixed landings appeared to be working well and boarders had accepted the changes and the better opportunities resulting from these changes.

- The Head was looking at a scheme to rationalise available accommodation within the main house to improve boarding facilities further but these were in the very early stages of consideration.
- Priority for minor capital works must still remain the resurfacing of baths and possible decorative improvements to toilets on the senior school landing.
- In terms of capital works this remains the provision of heating to those bathrooms and toilets still without any.

# 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)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

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

1, 28, 31, 32.

Pencalenick benefits from a Head and Head of Care who are committed to the needs of pupils and very involved in boarding. There is strong leadership and initiatives to continuously improve the school provision for special needs children. Staff are equally committed to the pupils and boarding staff have a wealth of experience in the care of boarders with special needs.

Quality in this outcome area is excellent.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

- The school's last Ofsted report was a very good one, and included comments on the boarding provision.
- The school has applied for specialist status in 'Communication and Language' and there was increased use of symbol signage around the school campus and on display boards
- The Head has been awarded the RAF Secondary Headteacher Award for 2006
- The Whole School Development Programme included the development of boarding
- All boarding staff have either achieved NVQ3 or are undertaking NVQ3 training. There was evidence of other staff training in topical subjects as well as core training.
- Boarding staff were observed to take a consistent approach when dealing with boarders and there was a good rapport between staff and boarders.

# 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

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

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>13</b>	X
<b>22</b>	4

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

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

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

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	RS24	The Toilets and Bathrooms need to be provided with appropriate heating	
2.	RS24	Areas of new pipe work and radiators need to be decorated and baths re-enamelled	

## **Commission for Social Care Inspection**

St Austell Office

John Keay House

Tregonissey Road

St Austell

Cornwall

PL25 4AD

National Enquiry Line:

Telephone: 0845 015 0120 or 0191 233 3323

Textphone: 0845 015 2255 or 0191 233 3588

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.