



Champions for
Social Care
Improvement

inspection report

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

Pencalenick Residential Special School

St Clement

Truro

Cornwall

TR1 1TE

26th November 2003

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.

SCHOOL INFORMATION

Name of School

Pencalenick Residential Special School

Address

St Clement, Truro, Cornwall, TR1 1TE

Tel No:

01872 520385

Fax No:

01872 520385

Email Address:

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

Department for Education Arts and Libraries

Name of Head

Mr Andrew Barnett

NCSC Classification

Residential Special School

Type of school

Maintained Special School.

Date of last boarding welfare inspection:

March 2003.

Date of Inspection Visit		26th November 2003	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Chris Passmore	071529
Name of NCSC Inspector	2	Jay Miles	071538
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Pencalenick Residential Special School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

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

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The inspectors found that

- care staff and children enjoy the boarding experience
- staff/children relationships were caring, relaxed and encompassed humour and fun
- the boarding experience contributed to children’s development
- the care staff had a true sense of ‘team’
- the boarding house benefited from effective leadership and an open management style
- care staff are being encouraged to develop professionally through NVQ training
- care staff know the children and their individual needs.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Boarding welfare should be improved by

- continuing to develop the standard of accommodation and facilities
- developing care plans that are linked to record keeping and maintain written evidence
- developing a checklist of the Headmasters regular monitoring of welfare standards
- the LEA carrying out regular monitoring visits to ensure standards of welfare are maintained.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the second inspection of the school under the new Care Standards Act 2000, and the second visit in the calendar year. Following the first inspection report a lot of work has gone into considering the recommendations of the report and incorporating them into a development plan. Much work has been undertaken to produce new policies and procedures for care staff, and most importantly care staff are starting their NVQ training. The headmaster stated his approach is to prepare quality measures to meet the identified shortfalls of the school but that this would have a knock on effect for achievable time scales. This is accepted, and it is also noted that many pieces of work have already been started or at least identified and included in the School Improvement Plans. Care standards for children boarding at Pencalenick are good and the children genuinely enjoy their time at school. One of the school's incentives is its inclusion as part of a group of schools bidding for central government funding under 'Schools for the Future' project. This would provide an opportunity for major financial investments in the school premises, including the standards of boarders' accommodation. If unsuccessful, then there is a commitment to improve the standards of boarding provision over a period of time. In this event it would be useful to draw up a list of priorities with the Commission.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS4	Care staff understanding of what constitutes a complaint should be developed. Complaints record books be placed on each landing.	30.04.04.
2	RS8	A procedure for action in the event of a child going absent without permission should be developed.	30.04.04.
3	RS14	Records of drugs administrations in CD register should be signed.	31.01.04.
4	RS17	Care plans should be developed.	30.06.04.
5		LEA should carry out regular monitoring visits of the school's welfare arrangements for boarders.	30.04.04.

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	RS14	List 'homely remedies' regularly used and get the school doctor to approve their usage.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

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

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

Date of Inspection	26/11/03
Time of Inspection	09.30
Duration Of Inspection (hrs.)	19.75
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
The key documents making up the Statement of Purpose are the School Prospectus and a separate Statement relating to Boarding provision. Together these documents give a clear description of the aims of the school and the provision made for those pupils who board at the school.		

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
<p>Children make choices about their everyday life in school in respect of food, clothes and activities. Children are encouraged to express their views about school life through contacts with care staff, tutors or the recently formed school's council. Evidence: Observation. Information provided by children, staff and management.</p>		

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
<p>Children's personal records are kept securely in the main office and there are daily logbooks kept on the boarder's landings. All records kept on landings are now secured in locked storage cabinets. There are comprehensive procedures available to staff in respect of care and these give guidance to staff in relation to areas such as confidentiality, privacy, professional conduct and working with young people of the opposite sex. Children are able to make or receive telephone calls with reasonable privacy; because they board for only four nights a week such contact is not a major focus. There were clear indications in logbook entries of staff awareness to child protection issues that have been passed on to the appropriate person.</p>		

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence

Standard met?

2

There were references to 'how to make a complaint' in the Prospectus but these would be largely aimed at the parents of children across the school rather than boarders in particular. The statement of purpose for the boarding department included the address and contact number for the National Care Standards Commission. Boarders' surveys showed they would take concerns to a tutor, the Head of Care or the School Council but were not aware of how to contact the Commission. There were references to advocates such as Childline on notice boards on the boarder's landings but not the Commission. There needs to be a clear policy for care staff on what constitutes a complaint together with a procedure and recording facility.

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

X

Number of above complaints substantiated:

X

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school works to ACPC procedures and there are comprehensive procedural guidelines for care staff that include flowcharts. The Head of Care and Headteacher are the designated persons for child protection for the whole school, and both have received CAMAT training. Discussions with these key persons together with conversations with staff demonstrated their awareness of this subject and confirmed cascade training takes place. Staff will be made further aware of child protection through their NVQ sessions. It is also recommended that the possibility of a local senior practitioner giving more specific input in respect of children with disabilities is also considered.

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

X

Standard 6 (6.1 - 6.5)
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school is very pro-active in its policy against bullying. Young people reported very low levels of bullying and where reported they were often defined as name-calling or other inappropriate verbal communication. Staff were aware of any particular flashpoints or difficulties in relations between young people and worked to reduce these.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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Standard 7 (7.1 - 7.7)
 All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	3
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The school is aware of their responsibilities under this standard but to date have not had cause to use them in respect of any boarder. Records for day pupils did show serious incidents being dealt with appropriately with parents being notified and appropriate agencies assisting.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

• 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

Standard 8 (8.1 - 8.9)		
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.		
Key Findings and Evidence	Standard met?	2
<p>There have been no reported incidents of children having unauthorised absences from the school. It appears there is no procedural guidance to staff to cover this eventuality either. Staff have described what steps they would take in the event of a child going absent and these were quite appropriate. There are opportunities for children to go absent whilst on school property or on activities that take place away from the site and care staff should have written guidelines for action to be taken bearing in mind the variations for each scenario.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

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
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There was evidence of a whole school approach to relationships. Staff, teaching and care, had clear expectations of the children's behaviour towards them and in turn related to young people as an individuals. Staff set consistent boundaries and the young people knew these. Observation of interactions between staff and young people showed them to be polite, supportive, encouraging, sharing and responsive. Staff are given instruction in Team Teach methods of positive handling and there were instances during the inspection where these strategies had to be used. Positive handling was used for the least time and at the lowest level necessary; there was always a talk through session with a key member of staff and young people were given positive opportunities to resume their activities. Whilst information of any significant behaviour incidents are shared between school and boarding staff there were no unnecessary carry-overs of disciplinary measures and residential pupils had clear separations between the learning day and leisure times.

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
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There is an emphasis on promoting positive behaviour with praise, recognition and incidental treats. There are appropriate policies and procedures for staff covering control, discipline and physical intervention. A sanctions book has recently been introduced and should be used to record all sanctions imposed on boarders. In practice these amount to early bedtimes, being denied activities involving transport or having to report to care staff regularly to have behaviour cards marked. Children's responses to questionnaires showed them to generally feel punishments were fair. Observation of how incidents of unacceptable behaviour were dealt with throughout the school day showed a consistency of approach throughout the staff teams. Staff were mutually supportive and aware of each others actions. Incidents were de-escalated quickly and appropriately and children given the necessary reassurances and opportunities to re-engage with their peers.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	3
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Admission procedures are part of the LEA procedures for referral. They are well planned and involve pre-joining visits to the school including a two-day introduction 'camp'. Parents are fully involved. The school now requires all children to wear uniform during the day and so there is a clear distinction between school and leisure time. The individual needs of children are well known and discussed regularly across staff teams. Senior pupils are prepared for leaving education through work experience and further education opportunities.

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
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There are good communication systems in place between staff groups and the Head of Care is part of the Senior Management of the school. Care staff encourage children with their school work as required but there is not a high requirement for homework as such. Senior pupils have individual desk spaces in their dormitory but in practice the kitchen was seen to be their preferred option.

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
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The school offers a wide range of activities as part of its overall programme of education. Boarding activities vary with the seasons and recent changes to the level and nature of activities provided reflect the children’s own input to a review of activities. At the time of inspection there was a choice of leisure time activities on offer that included one off-site outing to view Christmas celebrations in the local city centre. Throughout the evening other children were on their landings engaged in interests, individually or collaboratively, such as painting, construction kits, jigsaw puzzles or games. As the evening went on there was a natural movement towards bedtime preparations, showering and changing and snacks. These events took place with very little staff prompting or oversight, were very natural and children appeared relaxed and content.

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

Generally the school makes good provision to actively promote children's health care. Children are given a medical on entering the school and there is a doctor in one of the local practices who acts as school doctor. Detailed medical records are kept for each child in the school in the Head of Care's Office. There are suitable arrangements for the storage and administration of medicines medication. Records of administrations were good and clear but should be signed. Records must be signed and there should be no corrective fluid used to correct errors. There were plastic pouches containing emergency medical treatments for certain pupils outside the medical office. It is advised that these are re-sited to the staff room or secretary's office to prevent unauthorised access.

Medical records on the boarders' landings were well maintained and included records of homely remedies. It was advised that a list of these homely remedies is prepared and authorised by the school doctor. In any case the parents approval for such remedies should be gained. Parental approval forms were in place for some boarders but not all; these outstanding approvals should be pursued.

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

There had been some changes to the catering arrangements since the last inspection. Boarders now have a continental-style breakfast, a full meal is served for the whole school at lunchtime and after the school day a snack and drink is provided. There are also fresh water dispensers situated throughout the school including the boarder's landings. The evening meal has been moved to a later slot of 5:45 p.m. Menus showed a balance of meals provided and healthy eating was being promoted through the provision of fresh fruit, yoghurts and salads.

Menus are required to be kept for a period of one year and should show the actual food served on the day. Examples seen did not always record details of puddings provided and chef stated that planned meals for days on the set menus were sometimes swapped around. There were some complaints from children that late-evening snacks had stopped or were inadequate. From observation evening snacks appeared to depend on what was left over from the day rather than there being a particular provision made. There also appeared to be a difference between girls and boys landings. Having stated that there were no observed complaints or shortages of food or drink available to the boys on the night of the inspection.

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

Children board for four nights per week only and parents are expected to provide them with a suitable supply of clothing and personal requisites. Out of school time they can exercise choice over issues such as clothing during leisure times and are taken on shopping trips during which time they can chose how to spend any personal money they have. Children are given support and advice from staff as to monetary values and appropriate goods such as food or sweets

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

Care records on the boarders' landings are contained in a composite logbook. Entries are well recorded and show specific detail, but are often unsigned. These records are supplemented by individual incident records and behaviour plans retained in the main staff room. There are proposals to introduce a new care needs assessment and care plan but these have not been enacted yet. In looking at the draft proposals they are comprehensive in coverage but may prove too complex for easy translation from assessment into a workable care plan of daily needs. Especially as children are boarding for four nights only each week. The head of care is to review this system. Any care plans that are drawn up need to include Health Care as one of the areas of coverage

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?

2

Children's main school files have been audited and streamlined into a systematic recording of essential information including statements of special educational needs. School reports for boarding children contain a contribution from the care staff team. Much of the information required by NMS 18.2 is already in place and will be completed by the introduction of care plans. The use of individual care recording sheets should be considered in order to compile a secure record for each individual. At present much of the care recording takes place in the composite logbooks.

Standard 19 (19.1 - 19.3)
 The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence	Standard met?	3
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These records are kept either electronically or in hard copy, sometimes both. Pupil records are contemporaneously updated electronically and printed out annually. Personnel records are mainly retained at County Hall, with modular files held in the school. With the exception of menus all other records required under this Standard need to be retained for 5 years from the date of the last entry. Menus need to be retained for one year.

Standard 20 (20.1 - 20.6)
 Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence	Standard met?	3
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Boarders have access to a payphone or use their mobiles to maintain contacts with friends and family. As they live at school for a minimum period contact is not a problem.

Standard 21 (21.1 - 21.2)
 Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence	Standard met?	9
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This standard is not applicable in this setting.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

All boarding children are well known to care staff and relate to individuals with whom they feel most confident. Where there are specific needs children are supported through specific professionals organised through the LEA. Issues such as personal health, hygiene, sexual awareness and social interaction are dealt with through the school's PHSE programme and reinforced through the care staff team.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence

Standard met?

3

The location of the school in a rural setting, with extensive private grounds but within easy reach of the local amenities enables pupils to have “the best of both worlds”. The central building of the school is a large country mansion, a grade 2 listed building of particular architectural significance. The boarding provision in this building is not suitable for children with disabilities but this is defined in the Statement of Purpose. Its suitability is a difficult judgement to make easily because the nature of the building presents inherent difficulties in many practical areas such as maintenance, heating and adaptation. There is however an overall feeling that the building is in sympathy with the ethos of the school and is its heart. Children are happy to be at the school and they thrive in its environment.

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?

2

The boarding provision has not had any major investment for a significant number of years consequently there are many areas of maintenance, redecoration adaptation or amendment required. New bedroom furniture and beds have been purchased in some rooms or dormitories. One of the landing kitchens has been re-equipped and re-floored. Other cosmetic work has been undertaken but there are still major areas that require improvement. These in particular relate to redecoration, re-carpeting, and draughts from old windows and heating. The latter is a problem more on the girls landing and in certain cold spots such as bathrooms and toilets where there is no central heating provision. All these issues were discussed at length with the Headmaster who outlined his bid for a major funding objective as part of a group of schools, as well as his recognition of the problems and commitment to improving the physical standards for boarders.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

2

There are sufficient toilets and bathing facilities available but their privacy arrangements and general standard of maintenance were identified as problems. Children have complained about lack of privacy in showers and that toilet doors throughout the school are not secure enough. In relation to locks we found that whilst most toilet and bathroom doors had locks fitted they were not always easy to work. It was recommended that the caretaker checks all locks to make sure they slide easily to enable locking and unlocking by the children. Heating or lack of it in certain bathrooms was also identified as an issue by children and appeared in the last Ofsted report.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

3

There are now weekly tests of the school's fire detection and alarm system undertaken on Fridays after the end of school. In addition there are two full fire drills each term, one of which is conducted in the evening specifically to ensure boarders are conversant with evacuation procedures. There are also contracts for the regular maintenance of the fire alarm system and fire fighting equipment. A full Health and Safety assessment of the premises has been undertaken and an action plan produced from this.

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?

0

This standard could not be fully assessed as the Personnel section of the LEA drives recruitment arrangements from County Hall.

Staff records held at the school are modular files and have been standardised in layout and content. They contain essential information about the individual including CRB outcome letters for appointments since April 2002.

A full review of this standard will need to be arranged with the Personnel Section of the LEA.

Total number of care staff:

8

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The care staff rota provides adequate cover for children's needs during the evening and mornings. After school activities are supervised by a combination of care and teaching staff to allow more wide ranging activities to take place. By night there are two waking night staff and one sleep-in duty staff. These basic numbers are supplemented in the event of emergency by other staff that sleep on the premises.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

Staff receive in house training either as a staff team or through whole school training days and all care staff are undertaking NVQ 3. New policy and procedure guidance on a range of topics has recently been produced for care staff and is being worked through gradually.

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 Head of Care stated that staff are given regular supervision through their close, regular working with her but formal records of these sessions and their duration were not able to be evidenced. Staff confirmed that they felt well supported professionally and personally and value the 'open door' policy rather than having a formal supervision session. Annual Appraisal has been planned but not yet started for the care staff team. When introduced these sessions will be recorded.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The school is well managed. Care staff are receiving appropriate training and personal development opportunities through NVQ and in-house training. Work rota's allow time for staff meetings, supervision, handover and recording processes. The Head of Care holds appropriate qualifications, is part of the school senior management and has certain areas of responsibility over and above the immediate care arrangements for boarders. These give her an insight into the continuity of care for all children attending the school, including boarders.

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

0 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

2

Internal monitoring of standards within the school is being undertaken by the Head, as demonstrated by annual survey results, development plans for Residential and Whole School development and through discussion. There was a lack of recorded evidence to show when the different levels of checks described in Standard 32 were being undertaken. There was also a lack of undersigning by the Head, or his delegated person, of actual records checked at these frequencies.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

1

This standard is the responsibility of the LEA to fulfil and should be carried out by the Responsible Individual or other delegated officer of the Authority. There were no such monitoring visits being undertaken by the Authority.

A member of the Governing body is assigned to oversee standards in the Boarding facility and has produced reports of those visits for the governing body. This is good practice and should be maintained. It does not however obviate the LEA from its responsibility under this standard.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 26th November 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

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

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 20th January 2004, 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

NO

Action plan covers all the statutory requirements in a timely fashion

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 Andrew Barnett of Pencalenick School, 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 Andrew Barnett of Pencalenick School, 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.