



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

The Priory School

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

Lead Inspector
Pam Fletcher

Announced Inspection
12th December 2005 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	The Priory School
Address	The Priory School Pickeridge Close Taunton Somerset TA2 7HW
Telephone number	01823 275569/252620
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Email address	Jspearing@educ.somerset.gov.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Mr C Sweeney
Name of Head	Mr C Sweeney
Name of Head of Care	Rod Cockram
Age range of residential pupils	
Date of last welfare inspection	13 th December 2004

Brief Description of the School:

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

The school has 51 day 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.

SUMMARY

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

The inspection started on the 12th December 2005 and was carried out by Pam Fletcher, accompanied by CSCI business services administrator Amanda Sanders. The inspection was carried out over a period of three days. The majority of boarding pupils were spoken to individually, during the process of completing questionnaires. Boarding pupils were also spoken to informally during 'in house' activities, meals and during a tour of the boarding house and the school. All the boarding house care staff were spoken to individually and a number of other staff including teachers, two governors, the pastoral head, and one of the school cooks were also spoken to. Staff, Pupils, Head Teacher and Head of Care were all very helpful and welcoming.

Visiting families of two pupils were spoken to and a telephone conversation arranged with one parent.

Four pupil care files were seen and two of the four, education files viewed. A number of the school records were also looked at.

At the time of the inspection, boarding pupils stayed at the school for varying amounts of time ranging between one and four overnight stays in the boarding house per week.

What the school does well:

The boarding house staff provided a caring environment, which not only supported young people in attending school but also enabled them to develop social skills and self-confidence.

Young people and the majority of families spoken to felt that the school offered young people the opportunity to engage in school, often after experiencing great difficulties within previous schools. Young people were also given the opportunity to join in with a variety of activities, which were arranged on a daily basis. Although young people often opted to play on play stations, staff were proactive in their approach in encouraging young people to try out new experiences. One example was on the second day of the inspection when the majority of young people were taken to a theatre to see the 'Pirates of Penzance.' Staff were also seen actively encouraging young people to make Christmas Crackers.

The Care staff were consistent and were very well supported by the Head of Care, the Pastoral Head and the Head Teacher. An open door approach in management was clearly demonstrated. Young people were able to speak to senior staff and were able to speak to them there and then as and when issues arose.

At times the behaviours and difficulties experienced by young people, result in challenging behaviour. All the staff observed, demonstrated a sensitive response to issues and de-escalated potentially difficult situations very effectively.

What has improved since the last inspection?

The school had devised a new Statement of Purpose. This was clear and concise, and together with supplementary policy documents will provide a good outline of what the school sets out to do. (Some of the policy documents were still being revised).

The school now records incidents necessitating physical intervention and sanctions in designated logbooks.

The processes for recording the administration of medicines had moved forward, however there are further measures for development that will be discussed in the main body of the report.

The majority of staff had undertaken Child Protection training including one of the school cooks.

Notifiable incidents are now being made to the appropriate authorities including the Commission for Social Care Inspection.

What they could do better:

The school had progressed with the development of a risk assessment approach, however this area still needed further development. One example was in relation to environmental risks. Some risk assessments were available but there was no evidence of a risk assessment approach relating to potentially hazardous areas such as the kitchen or in relation to potentially challenging behaviours.

The Head of Care only took on this role in September 2005. He was clearly working hard to develop the best possible systems to underpin practice. At the time of the inspection he had been visiting similar schools in order to revise care plans and devise new risk assessments. This should enable care plans to be developed further. At the time of the inspection care plans seen needed some revision and review. Plans also lacked dates and signatures in some areas.

Records and observations demonstrated a very 'hands on' approach by the Head teacher. This was also reflected in feedback from young people, families and staff many of whom described the Head as "brilliant." One area that needed further development by the Senior Staff and Head Teacher was the need to demonstrate that records are monitored regularly.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

14,15

Staff actively support young people in addressing and meeting identified health care needs. Health care plans need to be reviewed. Where young people had personal care needs staff were sensitive in giving support. Meals were nutritious and wholesome and young people were encouraged to eat a balanced diet.

EVIDENCE:

Staff demonstrated a good awareness of the physical, emotional and mental health care needs of boarders. Where there were additional emotional needs the school used the services of a psychologist on a regular basis. Key working played an integral part of care, and records demonstrated that key workers offered young people a good level of support. Young people also reported receiving substantial support from key workers.

Four files were seen. Health care plans were held but did not contain any detailed information relating to medical histories or particular needs, this area would benefit from review and further development.

Where there were particular difficulties, for example with enuresis, the staff spoken to demonstrated a very sensitive caring approach.

Where one young person had a degree of sensory impairment, there was evidence on records that this had been taken into account.

Staff, families and young people acknowledge that at times there are issues with bullying in the school. The Head Teacher and staff demonstrated a clear commitment to dealing with this and confronting the issue. Young people spoke of bullying but said that it is always promptly addressed and reported always being able to tell the Head Teacher or other staff. A recent initiative had been to actively include young people in an anti bullying campaign. Although this initiative was new young people showed that they appreciated

their involvement and were already showing a greater understanding of each other's needs. The school had an anti-bullying policy which, at the time of this inspection, was under review.

A number of young people, at the school had smoked for many years and the school were taking steps to address this. Staff acknowledged that currently this issue will not stop overnight, and had decided that the best course of action was to reduce smoking by bringing in a policy where young people hand in their tobacco each day, thereby controlling and limiting access to it. A smoking cessation assembly had been held and young people were encouraged to stop. It is advised that where any young people insist on continuing to smoke, authorisations are sought from those with parental responsibility.

As the young people who board only do so on a weekly basis they remain registered with doctors, dentists and opticians in their home area. Where there were specific shortfalls, for example in dental care, records demonstrated that staff encouraged young people to access care and to gain a better understanding of the need to look after teeth.

First Aid boxes are held in various places around the school. The one held in the medical room was viewed. This did not hold a list of necessary contents, or date when checked. It is advised that this is reviewed. All care staff had received First Aid training at various levels.

Authorisations were held on file for the administration on non-prescribed paracetamol. The records relating to the administration of medicines were clear and provided an audit trail of medicines given. (Checked in relation to paracetamol and one prescribed medicine) The signing in and out of medicines sent in from home was less clear, and there was no policy document available to underpin practice in administering medicines. Staff appeared confident, however, apart from First Aid training there had been no specific training held for administering medicines. It is advised that the school seek a visit from the Commission for Social Care Pharmacist Inspector, in order to review current systems. This was discussed during the inspection and the Head of Care readily agreed to this recommendation. Staff giving out medicines now use galipots, as recommended following the previous inspection.

When young people became ill arrangements were made for them to go home. One young person who was not well but unable to immediately go home was looked after by the staff that were kind, caring and concerned.

Meals in the school were social occasions with staff sitting amongst young people. During the day lunch was served in the sports hall, for breakfast and supper meals were eaten in a small dining room. The school operates a 'Family Service' whereby staff serve young people, serviettes are used and tables set up nicely. Staff provided excellent role models and encouraged good behaviours.

The food itself was good and provided a nutritious balance. Most young people reported enjoying the food, a minority felt there was insufficient choice.

The kitchen was seen and one of the cooks spoken to. The kitchen was spotless and run in a very orderly fashion. Menus were held and always followed over a four-week period. Unhealthy food was limited, for example chips were only offered twice a week. All kitchen staff had received food handling and hygiene training. Taunton Deane under the Food Safety Regulations last inspected the kitchen on the 9th May 2005. Attention needed to wall tiles and damaged door had been made good.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3,4,5,6,7,8,10,26,27

Young people's right to privacy was respected and confidential information held securely.

Young people were encouraged to discuss issues and complaints; however, systems underpinning the complaints procedure need further review.

Policies and procedures were in place for protecting children and young people from abuse and from bullying and notifiable incidents had been reported appropriately.

Where young people had been absent without permission reporting procedures had been followed.

Staff were professional in approach, encouraged positive behaviours and acted as very good role models.

The risks associated with the environment need to be reviewed and considered in relation to some of the challenges posed by presenting behaviours.

Recruitment processes need to be reviewed in order, in so far as it is possible to ensure that young people are protected.

EVIDENCE:

Staff in the boarding house were respectful towards young people and within the bounds of safety offered them as much space and privacy as possible. Young people said that staff always knock before entering rooms. Staff demonstrated a good awareness of the rights of young people, for example requesting that the inspection process did not impinge on young people when they were getting up in the morning. Records were held in the staff office, which was locked when unoccupied.

Where young people had personal care issues, staff were sensitive in their approach. The young people had access to a pay phone in a room that is relatively private and not used as a common room.

The boarding house had an open atmosphere and young people said that they were able to approach staff with any issues or complaints. Complaints are now recorded in a designated book, however this only held a record of two complaints. It is advised that written records include both major and minor complaints, actions taken and outcomes. The Head of Care was reviewing written guidance given to parents and young people; it is advised that this include a complaints procedure that includes how to make a complaint to the Commission for Social Care Inspection.

Two staff training files were seen. Both held copies of the school's Child Protection policies. In addition all care staff had received child protection training. Staff spoken to demonstrated confidence and awareness in this area. With regard to support staff, one of the two cooks had been included in child protection training. It is advised that this be extended to ensure that all the ancillary staff receive some level of child protection training.

The school is open about the fact that bullying can be an issue. The Head of Pastoral Care was updating the anti bullying policy. A recent initiative had been introduced to reduce bullying. An assembly had been held and young people had been involved in tackling the problem. During the inspection there was evidence that staff were confronting issues of bullying without delay. For example where a young person had reported being bullied the Head Teacher discussed this with those concerned there and then. Young people spoken to

all said that staff acted quickly and effectively when bullying is reported. Staff appeared vigilant in maintaining a presence in the school, the grounds and the boarding house.

Since the last inspection significant events had been reported promptly to the Commission for Social Care Inspection.

Unauthorised absences were minimal at the time of the inspection. Two such incidents had been recorded. A simple reporting document was held, together with the appropriate missing person forms.

Throughout the inspection staff acted to positively reinforce appropriate behaviours. They were very encouraging in their approach and worked hard to effectively de-escalate any potentially difficult situations. A reward system was in place to offer encouragement. This was based on a points system. There was also an attractive display chart, where stickers were displayed when young people had gone out of their way to help others. One example was where one young person helped during a tour of the boarding house.

Sanctions were low level and included groundings for one evening and loss of television. Sanctions were clearly recorded in a designated logbook.

The school is now using 'Team Teach' training to tackle difficult and sometimes high-risk behaviours. The Head Teacher and Head of Care are qualified trainers and had given training to other staff. There was a good deal of evidence that staff de-escalated difficult situations effectively and only used physical intervention as a last resort when young people had put themselves or others at risk. The young people spoken to all said that when physical intervention is used it is necessary, fair and undertaken properly. The school held a clear record of incidents of physical intervention in a designated logbook as well as on the incident sheets supplied to the Local Education Authority. This covered all the elements of Standard 10.14 except for a small number of occasions where the duration of the intervention had not been entered. The need to monitor sanction and physical interventions logbooks was discussed during the inspection.

A Fire Officer had visited the school in November 2005. There was evidence that checks had been made to fire smoke detector, however there were some irregularities noted.

The Local Education Authority undertakes the schools maintenance checks and as such records of gas, electrical checks, and boiler maintenance are retained centrally. It would be helpful if the school kept a log of such checks, outcomes and any shortfalls that are attended to.

With regard to environmental safety, risk assessments had been devised for a limited numbers of areas in the boarding house but it is advised that risk

assessments are undertaken taking into account all matters listed under Standard 26.3. Particular concerns were discussed with Senior Staff in relation to the kitchen (when unlocked) and to window restrictors and their viability. Any environmental risk assessments need to be signed, dated and regularly reviewed.

Three staff files were seen. These related to recent appointments. Files seen demonstrated the take up of CRB checks but did not state when clearance was received. In addition files only held one reference, no verification of references, interview notes or checks with previous child care employers. It was noted that one file held an incomplete work history record. Whilst it is acknowledged that measures to tighten up the system of recruitment records had been undertaken further work needs to be done in this area and any checks fully documented.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

12,13,22

Care staff at the school actively encouraged and supported school attendance by young people. Staff encouraged young people to develop their potential both educationally and socially. Where there were particular difficulties staff offered a high level of support. The time and staff availability needed for independence training needs to be reviewed.

EVIDENCE:

The care staff supported and encouraged young people to prepare for school each morning. Young people were woken, encouraged to get up and to have breakfast before school. Young people went into school promptly. Key workers were fully involved and attended reviews.

With regard to homework, this was not undertaken in the boarding house. Young people reported that should they have work to catch up on care staff would offer them help and support.

The school had recently undergone severe staff shortages in the education department. Care staff had been enlisted to offer help in the classroom at times. Whilst staff clearly understood the necessity of helping in the classroom this appeared to have impinged on the time available for care planning and for planning independence programmes.

There were four members of care staff, including the Head of Care who worked in the boarding house. All were spoken to and observed during the inspection. The amount of commitment, creativity and motivation demonstrated by all of the team was impressive. Staff encouraged young people to try out new experiences and activities and actively discouraged young people from continually playing on play stations. Each evening young people chose what

activities they wanted to do. These included football, YMCA, pool club, and swimming. In the boarding house a wide variety of board games were kept. During the inspection young people were encouraged to make Christmas cards and crackers. One member of staff had introduced Bingo, and had brought in prizes. The boarding house held a number of videos, and young people had televisions in their rooms. Staff were mindful about ensuring that videos seen were age appropriate, even though young people did not always share their views. There were a number of books and comics available for young people to read.

The care staff offered the young people individual support when needed. Key working played an important part in school life and was highly valued by young people and families. The young people spoken to named more than one person that they could turn to should they have issues. Where young people were undergoing personal stress staff demonstrated awareness and offered support in a sensitive manner. A good deal of support was generated by care staff actively being involved with families, including making home visits when needed.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

2,9,11,17,20

Young people were respected and their views were taken into account. Relationships between staff and young people were honest, open, and respectful enabling young people to feel valued and cared for. Admissions to the school were planned, however, planning and preparation for leaving the school needs to be reviewed in order for young people to be prepared for the transition into adulthood. Plans were held relating to care needs, however these could benefit from further development, in order to give a clearer picture of care needs and how they were to be met. Details of contact arrangements between families, young people and staff were held on file.

EVIDENCE:

Boarding house meetings were held each evening. This time was used to gain young people's views and to iron out any issues. Key workers worked hard to maintain good links with families, taking their views and opinions into account. Families reported getting regular telephone calls from staff and also received a weekly report. One parent was pleased that staff telephoned to report the good things as well as when there were concerns. She also said that she is free to ring up the school at any time and always gets the opportunity to speak to a Senior Manager. Young people were observed putting their views forward, and staff taking these views into account.

None of the young people spoken to referred to specific religious or cultural needs; all reported that should they have specific needs or requirements, they felt confident that the school would offer them the right support. Young people said that they were able to personalize their rooms by bringing in posters and personal items. One bedroom was seen, and this had been personalized.

The commitment and care demonstrated by care staff and senior managers was commendable. Young people reported liking and relating well to staff. All viewed them as fair and approachable. The care staff observed when dealing with young people were kind and caring in approach. Boundaries were put in place in a firm but fair manner. The staff team worked closely with each other and were consistent.

Staff spoken to had all received training in the 'Team Teach' method of positive handling and reported feeling confident when behaviours necessitated physical intervention. They demonstrated good skills in de-escalating difficult situations.

Records demonstrated that young people had made visits to the school prior to admission; the young people spoken to reiterated this. There was also evidence of multi agency planning and good links with families. The Head of Care is planning to devise suitable written information for new pupils and their families. On admission families were fully involved and background information had been obtained.

With regard to planning for transition into adulthood and preparation for independence this area had been neglected due to staffing difficulties and changes of role in the care staff team. Records showed little evidence of any recent planned independence training. The Head of Care said that a new appointment was being arranged; hopefully this should free up his time, and subsequently give Key workers the time and opportunity to enable young people to prepare for adulthood.

Four young people's care files were seen, and two education files. Each young person's file was clear and systematically organised. Some areas in these plans were in need of review and update. Some information held had not been signed or dated. Key worker reports were held on file and young people were clearly involved in their plans. All those spoken to were aware of plans and those seen held young people's signatures. The need to expand on information held in the health care section of plans was discussed during the inspection. There was evidence that reviews had taken place and that the appropriate people including key workers had attended.

Young people boarding at the school attend from one to four days per week and all go to a home base at weekends. The school also provides support to two pupils who attend the boarding provision for 'extended days.' Young people therefore see their families very regularly. They are also able to maintain contact by use of a payphone, and money is provided for calls.

The families spoken to were very pleased with the level of contact made by the school. They felt relaxed about approaching staff and felt that their views were taken into account. Those families spoken to, highly valued the Care Staff, Head Teacher, Pastoral Head, and the Head of Care.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16,21,23,24,25.

Young people were able to wear their own clothes after school. They were encouraged to bring in personal toiletries and were able to make choices in how to spend pocket money. The systems, process and action taken to promote independence skills fore those young people preparing to leave care need to be reviewed as a matter of urgency. The boarding premises need to be updated. Young people’s need for privacy and dignity was respected and sufficient toilets, bathrooms and showers were available.

EVIDENCE:

All the boarding pupils board on a part time basis, ranging from one overnight stay to four per week. Young people can bring in their casual clothing and had sufficient storage space in their rooms. There was no hanging space, however most young people wore Jogging bottoms and casual clothing. Staff reported encouraging young people to bring in the necessary toiletries, however when they come without toiletries staff had a spare supply. Young people are also able to purchase necessary items from school. The school operates a points system, whereby young people can earn additional money. This can be held in rooms, in lockable facilities, or if young people had a lot of money staff held this in their office. Young people were able to choose what they spent their money on when out.

The Head of Care acknowledged that the area of preparing young people for adulthood had not been addressed in recent months. The Head of Care is relatively new to post, staff time had been taken up with support given in education and this had impacted on the available time for staff to prepare young people for independence. It is advised that this area is addressed as soon as possible, in order to support young people with the transition from a nurturing environment to being able to live more independently. The Head of Care was in the process of exploring possible options in this area. In the interim, there was evidence on pre inspection information received from care staff that key workers were encouraging young people to learn how to do their own washing and were also encouraging them to develop cooking skills.

The school and boarding provision, whilst clean and functional had restrictions imposed by age and design. One example is the sports hall, which is currently multi functional, and used for meals, assemblies, and for sports. The boarding house though spacious in some respects, looks bare and impersonal in some areas. Some measures had been undertaken in recent years to create a more 'homely' feel, for example one room is designated the 'Quiet Room' and had been very nicely furnished and personalised. The Head Teacher said that money had been pledged for redevelopment and this would be used both within the school area and also in the boarding house.

A Fire Safety Officer had visited the school on the 17th November 2005 and said that a 'generally satisfactory standard of fire safety was evident' and then listed four items requiring attention. The Senior Managers were discussing and reviewing Health and Safety matters, and the Head of Care said that the various areas in respect of Health and Safety were to be covered by designated people working within the school. It is recommended that all the Fire Safety Officers recommendations are acted upon in the near future. Staff had also received Fire Safety training the week prior to the inspection. The training was given by a Fire Officer and was practical. Staff reported that they felt this was useful.

Environmental Health Officer visits last occurred Measures had been undertaken to redress minor shortfalls.

The Head of Care reported that the school is currently considering the security of the boarding house from intruders. In the interim it is the responsibility of staff on duty in the boarding house to check that doors are locked at night.

The boarding house was spotlessly clean, homely in some areas such as the 'Quiet Room' but otherwise devoid of personal touches. The building is subject to constant wear and tear and measures to put right areas of damage are addressed promptly. One bedroom was seen. This was nicely personalized and the young person had put up posters. The furnishings were suitable for purpose and the young person showing the room said that the bed was comfortable. All the young people had lockable facilities in their rooms. Most

areas in the boarding house were painted a cream colour; the Head of Care said that plans are to get young people involved in repainting rooms, and also to let them choose some of the colours.

There was a designated laundry area; washing was done by staff sometimes helped by young people.

The boarding house had ample toilets, bath and shower facilities, all were of a good standard, clean and contained hand washing facilities. The young people felt that generally facilities offered them sufficient space and privacy, although, one young person reported that another pupil had unlocked the toilet door. This had been reported and was no longer happening.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

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

There is a Statement of Purpose' supplemented by a school prospectus. The prospectus needed updating and information available to young people needs to be developed.

There were two files kept on each young person, some information needed to be updated. Staff personnel files need to be further developed to include all matters in respect of Standard 19.2. A visitor's book was held which recorded the names of visitors to the school.

Staff received the training needed to meet young people's needs.

Staff were supported, however the supervision arrangements need to be reviewed.

Care staff had received appropriate training and were confident and competent in meeting the care needs of the young people in the boarding house.

The Head Teacher provided good leadership in both boarding and education, however the systems for monitoring the school records needs to be further developed.

The Governing body to the school are fully involved and members of the Governing body visit the school on a regular basis. Reports are available from Head Teacher to Governors; however, reports from the Governors were not available.

EVIDENCE:

The school had devised a boarding provision 'Statement of Purpose' this was supplemented by the school prospectus, which was dated 2002-2003, and was subject to review. It is advised that any update of the prospectus include the name of the person designated as Child Protection co-ordinator, in order to fully meet Standard 1 of the Residential Special Schools Standards.

Four individual care files were seen. In the case of two of the four files the education files were also seen. The care files were systematically organised, and included input from the young people concerned, and gave a reasonably good picture of needs. Some areas needed update and review. The files seen did not hold copies of incidents, accidents and use of physical intervention. Records relating to these incidents were held on county council reporting documents. It is advised that copies are retained on the files held. It is also advised that an accident log is devised recording all accidents to young people, this can then refer to further details held in respect of the county reporting sheets.

The school holds information electronically regarding admission and leaving dates of young people attending the school. (Not seen at this inspection)

As the care staff team was small, rotas were ongoing and as such did not alter from week to week.

The school monitored who came in and out, and all visitors signed in and out of a visitor's book.

Menus are held on four-week rotational basis, and as such are written up for the four-week period.

Staff training had improved and care staff had received training in child protection, fire prevention, positive handling and food hygiene. Child Protection

training could be extended to include all staff. One member of the kitchen staff had received Child Protection training but other ancillary staff had not. It was pleasing to find that a new appointment to the education staff had been supplied with self-learning modules relating to Child Protection training during his induction period.

All the care staff were clear about their roles and accountability and felt well supported by the Head of Care and Head Teacher.

Although staff meetings were held and handovers were very good, the levels of formal supervision need to be increased, and should ensure that all staff including ancillary staff receive supervision on a regular basis. All staff should receive annual appraisals.

The care team worked very well together and were very consistent in approach. Care and education staff meet on inset training days, in addition the Head of Care or Head Teacher meets with teachers each morning to pass on information relating to the boarding house.

The system of handover at the end of each day was less clear. One member of staff reported that a recent initiative had been for teachers to come to the boarding provision, with the boarder concerned, if there had been a particular incident or issue in school. This gave opportunity for the issue to be resolved, discussed and for the young person to settle into the evening and move forward, rather than for care staff remaining unaware of issues in school. Other staff were not aware that this process had been started.

This inspection focussed on boarding welfare and although staff sickness had impacted on the educational aspects of the school the boarding house provision was stable and efficiently run. The Head Teacher was involved in both education and boarding aspects of school life, and as such was provided a very visible presence and source of support for young people and staff. The Head of Care also worked hands on in the boarding house. There was evidence that some of the records under Standard 32.2 had been monitored and signed.

The Governing body at the school are fully involved and visit the school on a regular basis. Two governors were met during the inspection. Governors are involved with the major decision making processes within the school but at the time of inspection governors did not devise reports following monitoring visits.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion
 “N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	3
8	3
10	3
26	2
27	2

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	3
22	4

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	4
23	2
24	3
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	2
28	3
29	3
30	3
31	3
32	2
33	2

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.

1	RS14	Recommendation	27/03/06
		Systems for recording health care plans need to be reviewed. Pharmaceutical advice should be sought from the Commission for Social Care Pharmacist and policies devised for the receipt and recording of medicines.	
2	RS26	Risk assessments need to be reviewed and developed to include all matters listed in Standard 26.3. Fire alarms and smoke detector checks need to be undertaken regularly.	27/02/06
3	RS27	Staff recruitment checks and records held need to include all checks in respect of Standard 27.2	27/03/06
4	RS11	The processes for supporting and preparing young people for transition from the boarding provision need to reviewed and addressed without delay.	27/02/06
5	RS17	Young people's plans need to be further developed, monitored and reviewed.	27/03/06
6	RS24	The boarding provision should be reviewed and updated in order to provide more 'homely' suitable premises. The security of the premises needs to be reviewed.	27/03/06
7	RS19	Personnel files should include all details in respect of Standard 19.2	27/03/06
8	RS30	Staff supervision levels need to increase in line with Standard 30.2 and should include ancillary staff.	27/02/06
9	RS32	The Head or other Senior Management need to monitor records in respect of matters listed in Standard 32.2	27/03/06

10	RS33	A written overview following governors' visits would be useful for monitoring welfare provision in the school.	27/03/06
11	RS5	It is advised that Child Protection training is provided, at the appropriate level to all staff, including ancillary staff.	27/03/06

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