



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Marland School

**Marland School
Petersmarland
Torrington
Devon
EX38 8QQ**

Lead Inspector
Romana Young

Announced Inspection
15 – 18 November 2005 10:00

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	Marland School
Address	Marland School Petersmarland Torrington Devon EX38 8QQ
Telephone number	01805 601324
Fax number	
Email address	admin@marland.devon.sch.uk
Provider Web address	http://www.marland.devon.sch.uk
Name of Governing body, Person or Authority responsible for the school	Devon County Council Education Dept.
Name of Head	Mr Keith Bennett
Name of Head of Care	Mr Don Burton
Age range of residential pupils	11-16 years
Date of last welfare inspection	13 October 2004

Brief Description of the School:

Marland School is a termly, residential, local authority maintained Community Special School, for secondary age male pupils with a Statement of Special Educational Needs for behavioural, emotional and/or social difficulties.

The school has places for up to 36 boarding pupils. Pupils are from across Devon and admissions to the school are undertaken on a planned basis only.

The school is a two-storey, adapted and extended building, situated in its own extensive grounds, in a rural locality. There are outdoor sports facilities on-site. In addition to these, the school also has its own private wood, 1-2 miles away, which is also used for outdoor activities.

The main administrative areas, teaching areas, main kitchen, dining rooms, lounge areas and staff facilities are on the ground floor. Boarders' bedrooms, staff sleeping-in rooms, main toilet and bathing, medical and laundry facilities, the independent living flat and other office space are on the upper floor.

Junior, intermediate and senior age groups have their own lounge/common room areas, each furnished with a television, video/DVD player, comfortable chairs and personal lockers. A fourth lounge, upstairs, is equipped with computer game consoles. Bedroom areas are also divided into junior, intermediate and senior sections. Students' bedrooms are double or single except for three triple rooms.

Meals are prepared by the catering staff on-site and are taken in two dining areas.

The school employs 48 staff, on a full or part-time basis, of which just under 30% are residential care staff.

SUMMARY

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

One inspector, conducted this inspection over the course of four days, at times ranging from 07:45 to 21:45, when the inspector observed before and after school routines and activities, and participated in mealtimes in both dining areas of the school. The inspector observed staff interacting and working directly with pupils, both individually and in groups. The inspector spoke, individually, with the principal, deputy principal (care), pastoral support, school business and catering managers, the Team Teach coordinator, activities risk assessment coordinator and other care, teaching, maintenance and ancillary staff. The inspector observed a weekly care staff meeting and other staff meetings, had group discussions with year groups of pupils and informal talks with individual pupils. A tour of the premises was undertaken and some of the required records, including staff files and individual case records, were examined. In making the judgements in this report, the inspector also took into consideration responses from the pupil, parent and staff questionnaire surveys and the pre-inspection questionnaire and head's self-assessment form completed by the principal prior to the inspection.

The school was subject to three different types of inspections over a three-week period - an Ofsted inspection, prior to this annual CSCI boarding welfare inspection, and then a local authority special school audit. Having these inspections occurring so closely together was a source of stress for the school, but staff and pupils showed resilience and patience with these processes and the inspector thanks them for their welcome, cooperation and assistance throughout the inspection visit.

What the school does well:

Parents generally feel that the school communicates well with them and trust the staff to care well for their child. They also said that they feel that staff are doing an excellent job and continue to be very satisfied with the way the school is caring for their child and helping him to progress educationally and socially. Parents feel the school is open and encouraging of visits and that staff are welcoming and informative when they are visiting.

The school has very good leadership and management. Staff are given good guidance and support and good opportunities to undertake professional training and qualifications. Senior residential staff are undertaking NVQ Level 4 in Caring for Children and Young People. The care staff group is stable and provide good continuity of care. Staff are professional, committed and skilled with a strong focus and ethic on finding positive ways to engage pupils, based on mutual respect and understanding, and promoting a sense of achievement and attainment and personal responsibility.

Pupils are provided with clear boundaries and expectations for their behaviour and a structured, supportive and nurturing environment, which helps them to focus on and understand the consequences of their behaviour and which

rewards success in a concrete and positive way. Written reports are sent to parents and placing officers when physical intervention has been used. Many pupils cited improvements in their educational attainment, behaviour and social skills as tangible benefits to them from attendance at the school. The school has well planned, and executed, admissions and leaving procedures. There is a strong focus on transition planning and the school has excellent links with the local Connexions service. The school has developed an excellent system of work-related learning and preparation for employment for senior pupils, through links with a local college and local businesses. Year 11 students gradually spend more weekends at home to assist in their full-time return to their home community and have more intensive independence skills training input. The use of the independence "flat" with Year 11 students for preparation for adult living is commendable practice. The school provides an extensive and varied activity programme. Pupils enjoy the activities at the school (particularly the sporting activities) and the opportunities to socialise and make new friends. Boarding accommodation is comfortable and generally well maintained. Complaints or issues raised by pupils and parents are responded to promptly and pupils have access to an independent advocate from the Connexions service.

What has improved since the last inspection?

The systems of recording have been reviewed and new computerised systems are in operation, which should make monitoring and management of required information easier and more effective.

The school is continuing with the programme of updating and improving the physical environment and general décor to provide a suitable and homely environment for pupils.

The school has strengthened and improved links with the local community: senior pupils are accessing more vocational and extension courses at a local college and team sporting opportunities at a local secondary school, links have been established with local businesses to provide good work experience opportunities for pupils and school successes and progress are being reported in the local press.

Dining arrangements for senior pupils have been improved.

Water coolers have been installed and refillable water bottles distributed to pupils to encourage pupils to drink more water to maintain a healthy fluid intake.

What they could do better:

The training schedule for staff should ensure that child protection training is regularly arranged to ensure that all staff receive this training as soon as possible after employment and staff have the opportunity to update their knowledge of good practice and changes to legislation in this area.

As pupils still report peer bullying as their main issue of concern at the school, continuing evaluation of the effectiveness of current strategies employed to deal with this issue is needed.

While there was evidence from discussions with staff appointed since the last inspection visit and the school business manager that the school has robust recruitment and appointment procedures, staff file checks showed that a tracking system for evidencing the process of staff required checks would be helpful. Also, an easily accessible record of which staff have undertaken fire safety training, the date and type of training should be maintained. Serious incidents and action taken are well documented, but where physical intervention has been used, the pupil should be encouraged to record his views and sign his name against them in the record, if possible.

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 and 15

The school has a good focus on ensuring that pupils' good health is promoted, and works well in partnership with parents/carers to achieve this. There is a well-controlled system for the storage and administration of medication. The standard of meals is high, with healthy eating being actively encouraged.

EVIDENCE:

The inspector discussed with the pastoral support manager her role in ensuring that information about the pupils' individual health and medical needs is obtained, recorded and kept up-to-date. She also ensures that written parental consent for the administration of first aid, medication (prescription and non-prescription) and to seek medical, optical or dental treatment is obtained. (Written parental consent was seen to have been obtained on a check on a file chosen at random by the inspector.) The inspector was told that pupils are registered, for primary health care, with the local health centre, unless parents/carers do not wish this. Most are also registered with the school dental and optical services. The school also has links to the local CAMHS service as required. During the inspection visit, the inspector observed that one pupil was taken to a dental appointment, and a GP consultation was booked for another. The school uses the Boots monitored dosage system for the administration and audit of prescribed medicines. A written record of non-prescribed medicines administered is also kept and checked by the pastoral support manager. The inspector observed the pastoral support manager administering medication to pupils and also inspected a sample of medication records. The school has secured advice from the school's doctor in a written protocol on the provision of non-prescription "household" medication to pupils. The inspector discussed with the pastoral support manager that only non-prescribed medications (including creams), detailed in this protocol, should be stocked and used by the school. The pastoral support manager confirmed to the inspector that other products are used, only where supplied by a parent or carer for use with their child, and in accordance with their written instructions. A written record is kept of all significant illnesses, accidents or injuries to pupils while they are in the care of the school. Discussions with senior managers and staff and inspection of the staff training record showed that staff undertake training in first aid. The inspector participated in mealtimes in both the senior and junior dining areas. These were observed to be orderly, social occasions, with the teaching and care staff sharing meals with pupils and encouraging good social interactions between pupils. The food provided was plentiful, wholesome, nutritious and well presented. Breakfast and lunch are more formal meals, eaten in the dining areas. Tea and supper are taken less formally, in smaller groups, in the lounges. Dining areas and their furnishings were suitable for the number and needs of the pupils and staff dining in them.

Meals are prepared, on-site, by the school catering staff in the main kitchen. The inspector spoke with the catering manager who confirmed that she is given information about dietary needs and requirements for individual pupils and about food and menu preferences, through the student council meetings, individual discussions and assessment of what particular foods are returned to the kitchen. Pupils make choices from the planned menu in advance and menus have been adapted to provide more choice. In general, pupils felt that the standard of food in the school was very good. One or two pupils commented to the inspector that they felt that there should be bigger helpings but many other pupils reported that second helpings were available whenever they wanted one. It is commendable that fresh fruit is available each day and a very positive and commendable development, since the last inspection visit, is the installation of the water coolers in the school and the provision of a refillable water bottle to each pupil to encourage a healthy fluid intake level. The school nutritional standards policy has been recently reviewed.

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 and 27

The safety and security of pupils is a primary concern for all staff at the school. There are good systems maintained to ensure that pupils are protected from harm and their welfare promoted. Active measures to address the issue of bullying behaviour are in place but vigilance and monitoring of the effectiveness of these needs to continue.

EVIDENCE:

The inspector noted that information on the school's complaints procedure was prominently displayed for pupils to refer to. Discussions with year groups of pupils and responses in the pupil questionnaire survey confirmed that pupils are aware of the school's complaints procedure. Written complaints are passed to the principal who will make a written response within three working days. Confirmation of this was seen in the complaints file. More general issues can be raised through the school council meetings. As all complaints, raised individually, or through the school council, are dealt with by the principal, he is able to monitor patterns of complaints and to check the satisfactory operation of the complaints procedure. Information about services which pupils may wish to consult confidentially (for example Connexions advisor or help lines) was seen to be available.

All of the parents who returned the parent survey questionnaire form said that they have received a leaflet or some other written information from the school about how to make a complaint. Most who responded said that they have been told how they can make a complaint to an inspector if they need to. Only one parent said that they have had to make a complaint to the school but reported that this had been "dealt with efficiently and sympathetically" and that there had been a good resolution with no further problems arising.

Responses in the pupil questionnaire survey showed that bullying, mainly of a verbal nature, remains an issue for a majority of pupils. 60% of pupils reported that they were, or had sometimes been, bullied at the school. 40% reported they were hardly ever, or not at all, bullied at the school. The inspector discussed with the principal, and other staff, the measures the school has in place to deal with this issue - this includes a recent pupil survey about bullying and an anti-bullying focus week planned for the week following this inspection visit. The inspector noted that information about what bullying is and what to do if you are being bullied was prominently displayed in the main downstairs corridor. In individual and group discussions with the inspector, pupils confirmed that they are aware of what to do if they feel they are being bullied and their general view was that when they reported this issue, it was taken seriously by staff and addressed. One or two pupils, however, expressed the view that more needs to be done in tackling this issue.

The school has a named child protection officer who has, in the past, undertaken a two-day child protection training course run by the local authority Social Services Department for school child protection coordinators. The principal confirmed in the pre-inspection questionnaire that all staff groups undertook a one-day child protection awareness training course, delivered by Plymouth Family Support Services, in the autumn term of 2004. This was confirmed in discussions with staff. However, further training is required to ensure that staff appointed, since that time, have received training in child protection issues and procedures and their responsibilities in this area. It would be good practice to ensure that all staff to receive the opportunity to undertake refresher/update training in this area, on a regular basis. The school and staff have routine links with other agencies concerned with child protection, for example, placing authorities, and do not work in isolation from them.

All but one of the parents who responded to the parent survey confirmed that they could see their child in private when they visit the school. One parent was unhappy with the arrangements and felt that there was little space for this. However, the inspector noted that the independence flat had been used to allow a parent to meet with their son in a more homely and comfortable environment.

Pupils' records were seen to be stored safely and securely.

The school operates a merit system as a behaviour management tool.

Discussion with pupils and observation showed that the system is well understood by both pupils and staff. The system is used as positive reinforcement for desired behaviour and has achievable targets and tangible rewards, assessed and awarded, on a daily and weekly timescale. This system is supported by a further positive reinforcement /reward strategy, where additional "positive" points are awarded which translate into a "credit", for which a small financial award is gained. There is also a "red dot" sanction system in operation. The use of the "red dot" system is monitored to ensure that it is used fairly and in accordance with the school's policy.

In group discussions and also in the pupil questionnaire survey, pupils confirmed to the inspector that they feel that staff treat them fairly – responses in the survey were over 80% of pupils reporting that staff were "usually ok", "quite fair" or "very fair" when they punish pupils, with about 8% reporting that they thought staff were "quite unfair", and a similar percentage saying they thought staff were "very unfair".

Responses in the pupil questionnaire survey and group and individual discussions with pupils confirmed sanctions used were in line with the school's behaviour policy. All parents who responded to the parent questionnaire survey said that they had been told about the school's rules and the punishments it uses. Parents generally commented that they thought the school's approach to behaviour management is fair and effective and that they were in agreement with it.

Throughout the inspection visit, the inspector observed care and teaching staff discussing clearly with pupils, individually and in groups, the likely consequences of their behaviour and praising and positively reinforcing desired behaviour. The school has a written positive handling and restrictive physical intervention policy based on the Team Teach approach. The policy is that physical intervention is only used to ensure the safety of individuals and to prevent damage to property. It states that it is not used to discipline or punish. The inspector discussed with the Team Teach coordinator how the individual risk assessment (IRA) and supportive intervention plan (SIP) for each pupil is formulated and reviewed. Incidents of physical intervention are logged and recorded in a bound book. The school has updated the reporting and recording system for serious incidents – these are now recorded on a computer-generated form (EPAR system) which links with the pupil's individual database, so that tracking and monitoring is more easily and efficiently undertaken. Parents/carers are informed in writing when physical intervention has been used with their son. 65% of the pupils in the pupil questionnaire survey said that staff at the school had had to restrain them at some time. 35% said that

this had not happened to them at the school. Responses from the survey and group discussions with pupils confirmed that restraint is used appropriately, for example, to prevent likely injury occurring to the young person or others. The records for these and absconding incidents were seen. Recording of these incidents was thorough, with information on the subsequent debrief session and any follow-up action also recorded. The Team Teach coordinator told the inspector that the use of certain holds is also externally monitored by the county Team Teach coordinator and the director of Team Teach in Devon.

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 and 22

Pupils' make good progress both educationally and in their personal development, at the school. Educational and individual achievement is promoted and well supported through the excellent range of age appropriate and extending activities provided in leisure time. Pupils receive individual care and support according to their needs.

EVIDENCE:

In the pupil questionnaire survey and in discussions with the inspector, pupils said that the activities or trips were the things that they liked best about the school. Pupils said that they particularly enjoy are the sporting activities, access to a computer and computer and computer games and trips out. Each pupil is allocated two key workers – one from the care team and one from the teaching staff - who work together, with the pupil, to assess needs, set targets, monitor progress and provide individual guidance and support. Annual and mid year reviews are held for each pupil, which key workers, parents/carers and the pupil attend. Teaching and care staff work closely together and are in close communication throughout the day. The points system is a useful tool, which helps staff to identify and consistently address behavioural issues, and provides a structured means of encouraging the pupil's personal, social and educational development. Pupils have access to the IT suite, books and other educational aids to assist with their homework and education outside of class time. Parents commented very positively on the way the school has helped their son to progress educationally. Some pupils also said that the improvement in their education and SATs results was the best thing that happened to them at the school. Pupils can also contact the school's Connexions advisor as an independent person, if they wish. The school has developed good links with the local CAMHS service, which provides individual specialist support when required.

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 and 20

The method of reviewing pupil's individual needs is very good. Constructive contact with families is actively supported. Staff relationships with pupils are sound and supportive.

EVIDENCE:

Schools council meetings are one method in which pupils are able to raise issues and contribute to decisions about life at the school. In group discussions and responses in the pupil questionnaire survey, pupils gave the inspector some examples where they felt they had been able to effect some change. Key workers hold regular individual and key group sessions with pupils to discuss progress and targets and to ascertain the pupils' opinions and views about key decisions which are likely to affect their daily life and future. The principal and senior staff have an "open door" policy where pupils can have direct and easy access to them, if they wish to. Parents generally agreed that the staff communicate well with them and ask for their opinions before making any big decisions about their child. Consultation with parents takes place by telephone, letter, or in person, generally through the key worker, or at reviews.

Throughout the inspection visit, staff were observed to relate to pupils in a calm, caring, positive and professional manner. Pupils were consistently praised for their achievements. Staff were sensitive in helping individuals to focus positively on behaviour targets and goals. Discussions with staff and with pupils and observation confirmed that staff know and understand individual needs well and that relationships between them are sound and supportive. Most pupils have their own mobile phone which allows them to keep in touch easily with family and friends. The school is very open to contact by family and friends but the distance from home is the main inhibiting factor for face to face visits. In discussion with the inspector and in the pupil survey, pupils report that the opportunity to make new friends at the school and socialise with their peers is, for them, one of the best things about attending the school.

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

The school has a good focus on planning for transition and assisting pupils to prepare for independent living. The location, design, size and layout of the school are in keeping with its Statement of Purpose and sufficient for the number of boarding pupils.

EVIDENCE:

The inspector undertook a tour of the premises with the deputy principal (care). Boarding accommodation and facilities were found to be clean, generally well maintained and furnished to an acceptable standard. The programme of updating interior and exterior décor, which was on going at the last inspection visit, is continuing, with the aim of creating a suitable, practical but homely, environment for pupils, which is appropriate to their age and needs. Notable examples of these improvements include the redecorated upstairs (Blue 2) lounge and common rooms, and the change to the senior pupils dining facilities (Years 10 and 11 pupils now use the hall as a dining area, which is more spacious than the room previously used.). There have also been some improvements to staff facilities – the staff room has been refurbished and additional staff storage and changing facilities have been installed.

The inspector observed that all bedrooms had sufficient and suitable beds and bedding and a window for natural light and ventilation. Bedrooms were clean and in good decorative order with good quality carpeting and curtains, equipped with heating and furnished with a television, desk, chair(s) and beside cabinet(s). Each young person has a lockable under-bed storage box, for which they provide their own padlocks. Young people can use their own bedding and personalise their bedrooms if they wish and some had done so. The inspector was told that it is only very occasionally that three young people would share a room. The inspector was told that single rooms are generally allocated on a needs basis, but that, where possible, pupils' requests - whether for a single room or to share with a friend - are met. If any problems with sharing arise, then the young person can request a change.

Staff have designated sleep-in rooms close to the young people's bedrooms to respond to any nighttimes needs. Staff use separate toilet and bathroom or shower facilities to those used by pupils.

There are sufficient baths, showers and toilets to meet the needs of the young people and the number available for the boarders' use exceeds the minimum standard. These facilities were observed to be clean and free from odour. The inspector was informed that the introduction of wooden boards to stand on, in the senior shower cubicles with common drainage, was not successful as the pupils did not like using them and so their use has been discontinued. The inspector was told that the two shower cubicles with glass-fronted doors, in this area, are not in use (the door has been removed from one). The deputy principal (care) told the inspector that this area is scheduled for refurbishment, as a problem with the wooden floor has been identified. The inspector discussed with the deputy principal (care) some improvements that could be made to the shower facilities, in this area - for example, individual drainage and lowered doors, which would address some lingering issues some senior pupils have with regard to privacy.

In group discussions, pupils confirmed to the inspector that there is a process for their consultation about the general décor, furnishings and upkeep of the school, via the school council meetings.

Pupils are able to make and received calls on their own mobile phones, although there is use is restricted at times for obvious reasons – for example during school time and after bedtimes. There is also a landline telephone on which pupils can receive calls and a payphone, in a private kiosk downstairs, from which pupils can make and receive private calls.

A closed circuit camera system is used to monitor outside areas of the school, for access by unauthorised persons, as there is a public right of way at the side of the school, to ensure the safety of the pupils. CCTV cameras are also used, in the upstairs corridor areas, for sleep-in staff to monitor these areas, when necessary. Pupils are aware that this system is in operation. The deputy principal (care) confirmed to the inspector that where fitted, doors alarms are only used at night, where an individual risk assessment shows there is a need in order to safeguard and promote the welfare of an individual, or others, and with the individual's full knowledge and their parents' or carers' consent.

Where close supervision of individual pupil was required, this was observed to be undertaken appropriately and with sensitivity to the individual's needs.

During the school day, pupils are expected to wear the school uniform. Outside of school time, pupils wear their own clothing and are able to keep their clothing and personal requisites for their own exclusive use. Pupils have a basic pocket money allowance which varies according to age and can earn additional pocket money through the points system or by undertaking additional chores. Pupils confirmed to the inspector that they are able to spend their pocket money, at weekends, in local towns, if they wish or they can choose to save their points to be converted into pocket money to take home at the end of term.

Management

The intended outcomes for these standards are:

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

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

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

The school provides staff who are competent, professional and with a good knowledge and understanding of the care and support required to meet the pupils' needs. Management is sound and staff are well supported and provided with good opportunities for training and professional development.

EVIDENCE:

Staff rotas include time for supervision, staff meetings and handover sessions, planning and record keeping, spending time interacting with individual young people and reviews. The deputy principal (care) or a senior member of staff chairs a handover briefing meeting for care staff each weekday at 3:45 p.m. A care staff meeting, chaired by the deputy principal (care), is held every Friday morning and is then followed by the weekend team meeting.

Staffing levels during the inspection visit were observed to be adequate and in discussion, staff said that staffing levels are adequate in general. Staffing levels are increased where young people's needs or other circumstances require this. It was observed that there was at least one member of staff in charge of each identifiable group of pupils, inside and outside the school. On-site, staff use two-way radios to keep in touch and call for assistance when necessary. Mobile phones are carried if pupils are taken off-site. Two members of staff sleep-in. Telephones in staff sleep-in rooms have internal and external lines. The principal, or one of the deputy principals, provides on-call support to staff in the evenings and at weekends. The staff group on day-to-day contact with the pupils included staff of both genders. All parents who responded to the parent questionnaire survey agreed that they thought that there is enough staff at the school to care for their child.

Discussions with new and established staff and managers and observation confirmed that staff are well supported in their work and given opportunities to undertake relevant training and personal and professional development. Care staff confirmed to the inspector that they are supported to undertake NVQ Level 3 or 4 in Caring for Children and Young People and other professional qualifications. The performance management system, which incorporates the supervision process, is used with all staff. The staff team is very stable.

Discussions with staff and file tracking showed that the school has good systems in place to obtain, record and review information required about individual pupils' needs and progress. Records were seen to be stored safely and securely. Since the last inspection visit, revised systems of information storage and management have been introduced to coordinate and simply how information is recorded and monitored. Individual pupil records are kept for at least 21 years from the date of birth of the child or passed to the next school and a receipt obtained.

The school is owned and funded by Devon County Council. The school's financial situation is regularly monitored. The principal produces reports for the governing body on the operation of the school. The school does not have a high incidence of police involvement with young people from the school or high staff turnover. The principal or senior members of staff, delegated to do so, monitor records to identify any patterns or issues requiring action. Policies and procedures have been reviewed and updated where necessary since the last inspection visit.

Different members of the governing body undertake unannounced visits to the school, and produce a written report, for the governing body, on the conduct of the school.

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	
Standard No	Score
14	3
15	4

STAYING SAFE	
Standard No	Score
3	3
4	3
5	3
6	3
7	3
8	3
10	4
26	3
27	3

ENJOYING AND ACHIEVING	
Standard No	Score
12	4
13	4
22	3

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	3
9	4
11	4
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	3
21	4
23	3
24	3
25	3

MANAGEMENT	
Standard No	Score
1	3
18	3
19	3
28	3
29	3
30	3
31	3
32	3
33	3

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

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