



Making Social Care
Better for People

inspection report

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

Marland School

Petersmarland

Torrington

Devon

EX38 8QQ

13 - 15 October 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION

Name of School

Marland School

Address

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

Tel No:

01805 601324

Fax No:

01805 601298

Email Address:

admin@marland.devon.sch.uk

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

Devon County Council, Education, Arts & Libraries

Name of Head

Mr Keith Bennett

CSCI Classification

Residential Special School

Type of school

EBD

Date of last boarding welfare inspection:

17/06/03

Date of Inspection Visit		13th October 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Romana Young	105157
Name of CSCI Inspector	2	Jim Palmer	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Not applicable	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not applicable	
Name of Establishment Representative at the time of inspection		Mr Keith Bennett, principal; Mr Don Burton, deputy principal (care)	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Marland 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

Marland School opened in 1967 and operated as an independent residential special school for boys with emotional and behavioural difficulties, until September 1998, when the ownership and management of the school was taken over by the local authority, Devon County Council.

The school takes up to 36 boys, aged 11 to 16 years, from the South West of England, mainly from the local and unitary authorities of Devon, Cornwall, Torbay and Plymouth. Students attend on a termly boarding basis. All students have a statement of special educational needs for emotional and behavioural difficulties, including moderate learning difficulties or specific learning difficulties.

Marland School is Devon County Council's only termly boarding school for boys with emotional and behavioural difficulties and aims to admit students, whose assessed needs require longer periods of boarding, including weekends.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Responses to the parent questionnaire survey showed that, once again, parents are very satisfied with the way the school is caring for their child and helping them to progress on all levels. Parents feel that the school communicates well with them and trust the staff to care well for their child. Parents feel that, generally, staff are doing an excellent job.

Young people enjoy the activities and the food at the school and feel that attending the school has helped them improve academically and socially and given them an opportunity to make new friends.

The school provides students with clear boundaries and a structured, but supportive, environment which helps them to focus on and understand the consequences of their behaviour and which rewards success in a concrete and positive way. There is very good communication and cooperation between teaching and care staff teams. Staff are very focussed on finding positive ways to engage the young people, based on mutual respect and understanding, rather than operating a punitive, authoritarian approach.

Staff are given good guidance and support.

The school provides a commendable, extensive and varied activity programme.

Boarding accommodation is comfortable and generally well maintained.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

While the standard of food provided is very high, improvements could be made on ways in which young people are consulted over menu planning and daily choices for their main meal. The school should continue with the upgrading/ modernisation of the décor to provide a more age appropriate environment.

While there are a number of good measures in place, to prevent and deal with incidents of bullying, the school should continue to improve on anti-bullying strategies and risk assessment, as a majority of young people are still reporting that they have experienced bullying at the school.

The school should ensure that recruitment records held at the school verify that all the elements listed in standard 27 have been undertaken when recruiting staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Statement of the school's purpose (Standard 1)

This standard was met.

The school's written statement of purpose, which accurately describes what the school sets out to for the young people it accommodates and the manner in which care is provided, is contained within the school's statement of aims, prospectus and policy documents.

The Governing body reviewed the school's statement of purpose, in September 2004, and made minor amendments. A new, accessible, informative and well-presented prospectus for 2004 – 2005 has been produced.

Children's rights (Standards 2 – 4)

These standards were met.

Young people are able to raise issues and contribute to decisions about life at the school, through the half termly school council meetings, individual meetings with their key workers or at review meetings. The principal and senior staff operate an "open door" policy which allows young people easy access to them, on a daily basis.

Parents feel that the school is good at consulting them and listening to them and that they work in partnership with the school.

Staff are aware of the school's guidance and policy on privacy and confidentiality, respect young people's privacy in their practice and ensure that personal information is stored safely and securely. Whilst young people are closely supervised by staff, this was observed to be appropriate and sensitive to individual needs. Parents confirmed that they could see their child in private when they visit the school. Young people are able to use the telephone in privacy and can receive and write letters without these being read by staff and without staff permission.

Young people know how to, and feel able to, complain if they are unhappy with any aspect of living at the school and they feel confident that their complaints are addressed seriously and without delay. Written complaints are passed to the principal who will make a written response within three working days. More general issues can be raised through the school council meetings. Information about the complaints procedure is made available to parents and placing authorities in the prospectus.

Child protection (Standards 5 – 8)

These standards were met.

The school has systems in place which aim to prevent abuse of young people and to properly respond to suspicions or allegations of abuse. The school has a designated member of staff for child protection. The principal will ensure that, in the current review of all the school's policies and procedures, the child protection policy and procedure will be updated to include all the requirements set out in Appendix 1 and National Minimum Standard 5.5 - 5.6. All staff are undertaking a one-day child protection awareness training course this half term.

The school has anti-bullying policies and measures in place, which both the staff and young people were familiar with.

There have been no notifiable events since the last inspection. Significant events relating to the protection of children in the school are notified to the appropriate authorities by the principal of the school or designated person. Staff are aware that parents should be promptly notified of any serious incidents involving their child. Parents agreed that staff are good at letting them know about things that happen with their child.

The school has a set procedure which staff follow when a young person leaves the school premises without authority.

Care and control (Standards 9 – 10)

One standard was met and one was exceeded.

The school provides a structured but also, supportive and nurturing, environment for the young people. At all times throughout the inspection, the inspectors observed that the staff cared for the young people in a calm, caring, positive and professional manner. Staff praise the young people for their achievements and help individuals to focus positively on behaviour targets and goals. Staff know and understand the individual needs of the young people very well and relationships between them are sound and supportive. It was clear to the inspectors that safe, consistent and understandable boundaries for young people, with regard to acceptable behaviour, are set in all areas of the school. The merit system, as it is operated, is successful in assisting the young people to begin to take control of their behaviour and understand consequences for themselves. Staff are very focussed on finding positive ways to engage the young people, based on mutual respect and understanding, rather than operating a punitive, authoritarian approach. Staff work hard at maintaining good communication with the young people and their families. 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 "reasonable", "sensible", and "effective" and that they were in agreement with it. The inspectors felt that practice in this area was commendable.

The school has a written positive handling and restrictive physical intervention policy based on the Team Teach approach which was reviewed and updated in March 2004. Physical intervention is only used to ensure the safety of individuals and to prevent damage to property. Incidents of physical intervention are logged and recorded in a bound book which records the details set out in Standard 10.14. In discussion with the inspectors, the principal agreed to review the record forms to see how the views of the young people might be included. The records of physical interventions are reviewed to monitor compliance with the school's procedures and to identify any patterns in incidents and the young person's individual behaviour support plan would also be reviewed. Parents and placing officers are later informed, by letter, of incidents where physical intervention has been used.

Quality of care (Standards 11 – 16)

Four standards were met and two were exceeded.

The school has a detailed admissions and leaving procedures. All admissions are planned. The young person, his parents/carers and other interested professionals are invited to the school for a formal interview, when the young person can have a pupil-guided tour of the school and is asked his views on attending the school. Parents/carers usually accompany the young person to the school on his first day to meet the allocated key worker and be shown his bedroom. Key workers ensure that each new student is given an induction pack and help them process the information over a period of time. Where young people are preparing to leave school, transition plans are drawn up and preparations made well in advance to provide the young person with appropriate information and guidance to assist in the process of transition. Transition reviews begin at Year 9 when transition and personal development plans are drawn up. The school has excellent links with the local Connexions service, and the Connexions advisor for the school assists the young person to link up with the Connexions service in their home area. 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 school has a "flat" which is used with Year 11 students for independence skills training.

The way in which care and teaching staff work in partnership to ensure the young people's educational progress is commendable. The school operates with small class sizes with additional individual support from learning support assistants for students with specific

learning needs. One-to-one behavioural support in class, or during “time out”, is given mainly by senior staff or care staff, when required. The care and education key workers discuss the young people’s classroom targets with them in individual sessions. Teaching and care staff are in close communication throughout the day. The points system helps them to identify and consistently address behavioural issues together, and provides a structured means of encouraging each young person’s personal, social and educational development. Parents and young people both commented very positively on the educational progress made as a result of attendance at the school.

The school provides a commendable, extensive and varied activity programme. The school has recently improved its links with another local authority secondary school for sporting and other activities, which has increased opportunities for Marland school pupils to take part in team sports such as school league football matches. Many of the young people said that the activities or trips were the things that they liked best about the school. Examples of activities they said they enjoyed are football, pool, cycling/BMX ramp, swimming, surfing, walking, camping or going to the cinema. Parents view the wide range of activities and opportunities for positive social interactions as additional benefits of attendance at the school.

The school actively promotes the health care of each young person. The pastoral support manager ensures that the individual records of young people’s health needs and required medication are obtained and kept up-to-date and that written parental consent for the administration of first aid, medication, both prescription and non-prescription, and to seek medical, optical or dental treatment is obtained. Young people are registered 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.

Several meals, across all mealtimes, were sampled. Meal times are orderly, social occasions with the teaching and care staff sharing meals with the young people, encouraging good table manners and appropriate behaviour through role modelling, praise and gentle reminders. All meals are prepared, to an excellent standard, in the school kitchen. The food was plentiful, wholesome, nutritious and well presented, although choices were somewhat limited. In general, young people feel that the standard of food in the school is high. However, some young people felt that there should be bigger helpings and more fruit available. The catering manager does obtain information about individual dietary requirements and about food and menu preferences, through the student council, individual discussions and assessment of what particular foods are returned to the kitchen. Young people can make some choices, ahead of time, from the planned menu but are somewhat limited in choice on a day-to-day basis.

During the school day, young people are expected to wear the school uniform. Outside of school time, young people wear their own clothing and are able to keep their clothing and personal requisites for their own exclusive use. The school provides the young people with a basic pocket money allowance which varies according to age. Young people can earn additional pocket money through the points system or by undertaking additional chores. Young people can spend their pocket money, at weekends, in Barnstaple or Bideford, 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.

Planning for care (Standards 17 – 22)

These standards were met.

All young people have a Statement of Educational Needs which the school has been identified as being able to meet. Looked After Children also have a care plan from the placing authority. The Team Teach coordinator undertakes a written individual risk

assessment for young people. Each young person is allocated two key workers – one from the care staff and one from the teaching staff who work together, with the young person, to ensure that his needs are met on a day-to-day basis and provide individual guidance and support for the young person. Annual and mid year reviews are held for each young person, which parents/carers and the young person attend.

At present, personal information about young people and their needs is stored in a number of files in various areas of the school. The school is looking at ways in which this information can be consolidated and stored more effectively so that files can be updated more easily, duplication avoided and required information accessed more easily for those who are authorised to do so. Records are stored securely in locked filing cabinets in locked offices. The school administrator maintains and holds the required register of children and employees. Both contained the required information. In addition, an accident log, menus for the past year and a diary of events, including a visitor's log, are kept.

Young people are positively encouraged and enabled by the school to maintain contact with their parents and other family members while living at school. Any current restrictions operated by the school, on a young person's contact or communication with a family member, are being done at the written request of his parent. The majority of parents commented very positively on communication between the school and themselves and contact with their son at the school.

The school's Connexions service advisor is involved in all Transition reviews where issues about leaving the school and preparing for independent living begin to be considered. These reviews are undertaken for all students from Year 9 onwards. The school also liaises with the local authority's Social Services Department about the Pathway Plan, and the school's contribution to its implementation, where the young person is a Looked After Child. In year 11, young people have more intensive programmes for developing independence skills and the school has plans to further develop the residential areas currently used for this.

Young people are given individualised support through the key worker system. Young people can also contact the school's Connexions advisor as an independent person, if they wish. The school also now has good links with the local CAMHS service, which provides individual specialist support when required.

Premises (Standards 23 – 26)

These standards were met.

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose and sufficient for the number of young people at the school. The school is a two-storey, adapted and extended building, set in its own extensive grounds and located in a rural community. The school also has its own private wood about 1-2 miles from the school. The geographical isolation of the school has advantages and disadvantages – there is plenty of space available for the young people, but the school is reliant on its own transport for young people to access local towns and their facilities. Some parents feel that the distance from home is a disadvantage. A closed circuit camera system is used to monitor outside areas of the school, to ensure the safety of young people, from access by unauthorised persons, as there is a public right of way at the side of the school. CCTV cameras are also used in the upstairs corridor areas for sleep-in staff to monitor these areas, when necessary. Doors are alarmed only where specifically required in a young person's individual risk assessment, for the purpose of safeguarding and promoting the welfare of the young person or other young people in the school, and with the young person's full knowledge.

The school's residential accommodation and facilities are clean, generally well maintained and furnished to an acceptable standard, with the aim of creating, as far as possible, a pleasant and homely living environment. The principal has begun a programme of updating

interior and exterior décor. Residential accommodation is divided into junior, intermediate and senior sections. Bedrooms are single, double or triple, although three young people rarely share one room. All bedrooms are clean and suitably furnished. Young people can use their own bedding and personalise their bedrooms if they wish. Staff have designated sleep-in rooms close to the young people's bedrooms to respond to young people's nighttime needs. There are two telephone lines on which young people can receive calls and a payphone in a private kiosk downstairs from which young people can make and receive private calls. Young people can use their own mobile phones if they so wish.

The school has sufficient baths, showers and toilets to meet the needs of the young people. Staff use separate toilet and bathroom or shower facilities to those used by young people. The inspector was informed that, following comments made by young people at a school council meeting, wooden boards to stand on, are being purchased for those shower facilities, which have metal flooring and common drainage.

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

Staffing (Standards 27 – 30)

Three standards were met and one was almost met.

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. To meet National Minimum Standard 27, the school should ensure that recruitment records held at the school verify that all the elements listed in the standard have been undertaken when recruiting staff.

Staffing levels during the inspection visit were observed to be adequate and in discussion, staff said that staffing levels are adequate in general. The school increases the number of staff looking after young people above the minimum required where young people's needs or other circumstances require this. There is at least one member of staff in charge of each identifiable group of young people, within or outside the school, with the means to call for immediate backup from at least one other member of staff if necessary. Two members of staff sleep-in. The principal or one of the deputy principals provides on-call support to staff in the evenings and at weekends. Most parents feel that there are enough staff at the school, but two said that they felt that there is a need for more staff to give their sons more one-to-one time

Staff receive training and development opportunities that equip them with the skills required to meet the young people's needs and the purpose of the school. Parents commented very positively on the quality of the staff at the school and the standard of care provided, although one feels that more training for care staff regarding specific disorders or conditions that affect some of the young people would be helpful.

The performance management system, which incorporates the supervision process, has now been extended to include all staff. Staff are aware of the lines of accountability and support available to them. Staff agreed that they are well supported in their work by senior managers, peer support, good communication between staff and team meetings.

Performance management for the principal is undertaken by an external consultant and two appointed governors.

Organisation and management (Standards 31 – 33)

These standards were met.

The school is well organised and managed, with clear and effective management structures.

The senior care team are all experienced in residential care and have been senior residential care workers for between 2 and 11 years. Seven residential care workers are due to commence NVQ Level 3 in Caring for Children and Young People in November 2004, so the school will be well above the minimum ratio, in this standard, of 80% of care staff with this qualification, once this training has been completed. Young people are not given responsibility over other young people in the school.

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 staff team is very stable. Records are monitored to identify any patterns or issues requiring action. All policies and procedures are currently being reviewed and updated where necessary. The data management system is also being reviewed and updated which should allow for easier data retrieval for reviewing purposes.

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

The inspectors would like to thank the young people, the staff and the principal for their warm welcome, co-operation and assistance during the inspection.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

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	

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	RS27	The school should ensure that recruitment records held at the school verify that all the elements listed in NMS 27.2 have been undertaken when recruiting staff.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

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

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

Date of Inspection	13/10/04
Time of Inspection	10:30
Duration Of Inspection (hrs.)	45
Number of Inspector Days spent on site	5.5

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 CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
<p>The school's written statement of purpose, which accurately describes what the school sets out to do for the young people it accommodates and the manner in which care is provided, is contained within the school's statement of aims, prospectus and policy documents. The Governing body reviewed the school's statement of purpose, in September 2004, and made minor amendments.</p> <p>A new prospectus for 2004 – 2005 has been produced and was seen. The inspectors felt that the new prospectus is accessible, informative and well presented. It provides the name of the designated member of staff for child protection.</p> <p>Once again, the inspectors found that staff were clear about the aims and objectives of the school and the outcomes the school were seeking to achieve. Staff, again, confirmed that they are consulted about policy and procedures changes and developments and given the opportunity to familiarise themselves with this documentation.</p> <p>Information about the school's aims and purpose is given to new staff as part of the appointment and induction procedures and is also available to staff on the admin network. Parents and placing authorities are given a copy of the school's prospectus prior to any admissions. Young people are given an induction pack which includes a copy of the prospectus and young person's guide, on admission.</p> <p>The range of needs to be met under the statement of purpose are capable of being fulfilled by the school as it currently operates and the school only admits young people whose assessed needs can be met within the purpose of the school.</p> <p>Twelve parent survey questionnaires were returned – all parents replied that that they had been given a leaflet or some other written information telling them what they need to know about the school.</p> <p>Evidence: pre-inspection questionnaire, prospectus, staff and parent questionnaire survey responses, discussions with staff, discussions with the principal and deputy principal (care).</p>		

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

Young people are able to raise issues and contribute to decisions about life at the school, through the half termly school council meetings. Young people gave the inspectors some examples where they felt they had been able to effect some change.

Each young person has an appointed key worker from both the care and teaching teams. Key workers hold regular individual sessions with the young person to discuss progress and targets and to ascertain the young person's opinion and views about key decisions which are likely to affect his daily life and future. Key workers, along with the Connexions advisor for the school, also work with individual young people, before the bi-annual reviews, to ensure that they have the opportunity to express their views in the review process. Young people are invited to attend reviews.

The principal and senior staff operate an "open door" policy which allows young people easy access to them, on a daily basis.

The school has made specific arrangements, in the past, to support individual needs in relation to religion and language. Individual religious, cultural, racial or linguistic needs are explored with the parents and young people, at the interview stage, in order to ensure that any needs are identified and can be planned for prior to admission.

All the parents who responded to the parent questionnaire survey said that they attend meetings about their child and, with the exception of one, who did not reply to this question, they all agreed that they are listened to. 10 of the 12 parents who responded to the parent questionnaire survey confirmed that they have been asked about how they think their child should be cared for in the school. Of the remaining two, one said they had not been asked and the other replied "not specifically but my input is welcome and heard mostly." Parents agreed that the staff ask for their opinions before they make any big decisions about their child, with consultation taking place by telephone, letter, or in person, generally through the key worker, or at reviews. One parent commented, "If I wasn't happy I would feel able to say and be fairly confident I would be listened to and that my opinions would be considered. I feel we work mostly together."

Evidence: pre-inspection questionnaire, discussions with the principal and deputy principal (care), discussions with staff and young people, discussion with the Connexions advisor, school council minutes, staff, pupil and parents' questionnaire survey responses.

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**

Discussions with care staff confirmed that they have been given guidance on privacy and confidentiality and that they know how to deal with, and when necessary for child protection, share appropriately, information which they are given in confidence.

While the young people are closely supervised by staff, this was observed to be appropriate and sensitive to individual needs.

All parents who responded to the parent survey confirmed that they could see their child in private when they visit the school. The inspector was informed that the meeting room could be used for private meetings with visitors if required.

Young people's records are kept safely and securely.

Young people are able to use the telephone in privacy. Most young people have their own mobile phone. Young people can receive and write letters without these being read by staff and without staff permission. Information about services which young people may wish to consult confidentially (for example Connexions advisor or help lines) was seen to be available.

The school has a policy on searching young people's rooms or possessions, which staff were aware of.

Evidence: observation, policies and procedures, pre-inspection questionnaire, staff, parents' and pupil questionnaire survey responses, discussions with staff.

Standard 4 (4.1 - 4.8)

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

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

Young people know how to, and feel able to, complain if they are unhappy with any aspect of living at the school and they feel confident that their complaints are addressed seriously and without delay. In the pupil questionnaire survey, the majority of the students said that they knew how to make a complaint if they needed to. This was confirmed in the group discussions inspectors had with year groups of students. In the pupil questionnaire survey, the majority of the students said that they have not been told how they can make a complaint to the inspectors if they wanted to, but the telephone contact number for the Commission was seen to be prominently displayed on a notice board, along with other information for students.

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

The principal is aware that serious complaints against the school or the staff of the school are to be notified to the Commission for Social Care Inspection. No notifications have been received since the last inspection.

Discussion with staff and responses from the staff questionnaire survey show that most staff are aware of the outside agencies they can contact if they have any complaints or concerns about the way young people are being cared for at the school, as well as the internal arrangements.

Three quarters of the parents who returned the parent survey questionnaire said that they have received a leaflet or some other written information from the school about how to make a complaint. 10 of the 12 parents 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 about the school but they also reported "I am able to discuss specific situations as they arise with the appropriate person and/or the head, there has not been a need to take things further as situations are resolved quickly and satisfactorily."

Evidence: observation, complaints record, pupil, staff and parents' questionnaire survey responses, discussions with year groups of students, discussions with staff, discussion with the principal.

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

2

Number of above complaints substantiated:

2

Number of complaints received by CSCI 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 inspectors were informed that the local Social Services Department is content with the school's child protection policy and procedures. A copy of the local Area Child Protection Committee (ACPC) procedures is kept in the school.

The principal said that all policies and procedures were currently being reviewed and that the school would ensure that the child protection procedure is updated to include all the requirements set out in Appendix 1 and National Minimum Standard 5.5 - 5.6.

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 inspectors were told that all care, teaching and learning support staff undertook a one day child protection awareness training course, delivered by Plymouth Family Support Services, on 03/09/04. All other staff – ancillary, kitchen and administrative staff – will undertake child protection awareness training, again led by Plymouth Family Support Services, on 22/10/04. This was confirmed in discussions with staff.

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.

Evidence: pre-inspection questionnaire, discussion with the principal, discussions with staff, child protection policy and procedure, staff questionnaire survey responses.

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

0

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**

The school has anti-bullying policies and measures in place, which both the staff and young people were familiar with. Staff make a written record of instances of bullying behaviour they have observed, or that has been reported to them, on incident report forms. Staff vigilance in this matter was confirmed by the number of bullying incident forms (16) that have been completed in the few weeks since the start of term. The young person's handbook contains information on the school's anti-bullying policy. Bullying awareness posters were seen on display in the young people's common rooms.

Bullying was one of the agenda items at the weekly Friday care staff meeting observed by the inspector. It was discussed, not only in general terms, but, also, specifically in relation to one young person's behaviour, and strategies for prevention and management of bullying behaviour were also discussed.

The school's measures to prevent bullying and strategies to counter bullying and give support and guidance to the persons involved were discussed with the principal. Any reports of bullying are taken seriously and one to one support given to both/all parties involved. Out of the 31 pupil questionnaires completed, five students commented that what they didn't like about living at the school was bullying. In answer to the question "are you being bullied at the school at the moment?" replies were - "yes, most of the time" - 13 %, "yes, often" - 10%, "sometimes" - 22%, "hardly ever" - 26% and "not at all" - 16%. Four pupils (13%) did not reply to this question. These responses indicate that bullying behaviour is, to some degree, experienced by 45% of students at the school. In the questionnaire survey and group discussions, young people described the bullying they have experienced, at the school, as "name calling"/"verbal bullying" (11/31) and "hitting"/"physical bullying" (3/31) from their peers.

Evidence: discussions with the principal and deputy principal (care), care staff meeting, observation, incident report forms, discussions with young people and key workers, staff and pupil questionnaire survey responses.

Percentage of pupils reporting never or hardly ever being bullied

42 %

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

There have been no notifiable events since the last inspection.

The principal is aware that the Commission for Social Care Inspection should be promptly notified, along with the local social services authority, DfES, the placing authority and the local education authority of the events listed under standard 7.2 and that the Commission should also be notified of any serious incident, within the school, which has necessitated the police being called to the school.

Staff are aware that parents should be promptly notified of any serious incidents involving their child. All the parents who responded to the parent questionnaire survey agreed that staff are good at letting them know about things that happen with their child.

The school has a system in place to make the required notification under the Protection of Children Act, through Devon County Council, of any dismissal or resignation of a member of staff or other person working at the school, in circumstances which suggest their unsuitability to work with children.

Evidence: pre-inspection questionnaire, discussions with the principal and deputy principal (care), discussions with staff, staff and parent questionnaire survey responses.

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

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0
0
0
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?	3
<p>The school has a set procedure for staff to follow when a young person leaves the school premises with authority. Reports on absconding incidents were seen – these detailed who was contacted and when. Discussion with staff, and observation during the inspection visit, showed that staff are very aware of what to do in this situation.</p> <p>Young people are kept under close observation and staff are in close contact, with one another and senior management, through the two-way radio system and, therefore, are able to report and call for assistance and back-up where necessary.</p> <p>During the inspection visit, inspectors witnessed how staff responded to and managed a situation where one young person left the school grounds without permission, for a very short period of time. Staff were observed to react calmly and to successfully deescalate the situation, with the young person returning quickly to the school.</p> <p>Evidence: discussions with the principal, deputy principal (care) and a member of staff, absconding reports, pre-inspection questionnaire, observation, staff questionnaire responses.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		5

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
---------------------------	---------------	---

The inspectors found that the school provides a structured but also, supportive and nurturing, environment for the young people. At all times throughout the inspection, the inspectors observed that the staff cared for the young people in a calm, caring, positive and professional manner. Staff were observed praising young people for their achievements and helping individuals to focus positively on behaviour targets and goals. Discussions with staff and with young people and observation confirmed that staff know and understand the individual needs of the young people very well and that relationships between them are sound and supportive.

It was clear to the inspectors that safe, consistent and understandable boundaries for young people, with regard to acceptable behaviour, are set in all areas of the school. These boundaries are underpinned by the merit/points system used throughout the school, and expectations of behaviour for both staff and young people were clearly understood. In the inspectors' view, the system, as it is operated, is successful in assisting the young people to begin to take control of their behaviour and understand consequences for themselves. Staff are very focussed on finding positive ways to engage the young people, based on mutual respect and understanding, rather than operating a punitive, authoritarian approach. Staff receive regular training in behaviour management.

Staff work hard at maintaining good communication with the young people and their families. In the pupil questionnaire survey, five young people commented that staff (or some staff) are one of the things they like best about being at the school.

In the parent questionnaire survey, two parents commented that they think the "understanding from the staff towards pupils' needs" and "constant reassurance of the pupils" are some of the best things about the school. Another said one of the best things was that the school "treats pupils fairly and assesses their needs accurately."

Evidence: observation, discussions with staff and young people, parent and pupil questionnaire survey responses, discussions with senior staff, young people's files, head's self-assessment form, discussion with key workers, observation of care staff meeting.

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

Individual/personal targets are set with the young person's key worker when the young person's care plan is discussed in "supervision" sessions. These targets are reviewed at approximately 6-monthly intervals. Progress towards achieving these targets is discussed at key group sessions on a regular basis.

The school operates a merit system as a behaviour management tool. Discussion with young people and observation showed that the system is well understood by both the young people and staff. The merit system is explained in the young person's guide. 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 monetary award is gained.

There is also a "red dot" sanction system in operation – the member of staff giving the "red dot" completes a form detailing the reason why the red dot is being given and a copy of this is given to the young person. The use of the "red dot" system is monitored to ensure that it is used fairly and in accordance with the school's policy.

None of the prohibited sanctions listed in this standard are used at the school and no excessive or unreasonable sanctions are used.

In the pupil survey, over 70% of the young people said that staff were "usually ok", "quite fair" or "very fair" when they punish young people. Less than 10% replied that staff were "quite unfair", with a similar percentage saying that staff were "very unfair". Three young people did not respond to this question. Young people said that sanctions used included "red dots", restricted groups/activities, being sent to bed early or having personal possessions taken away for a time. 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 "reasonable", "sensible", and "effective" and that they were in agreement with it.

Throughout the inspection visit, the inspectors observed care staff and teaching staff discussing clearly with students, 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 – this policy was reviewed and updated in March 2004. 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. Incidents of physical intervention are logged and recorded in a bound book which records the details set out in Standard 10.14. In discussion with the inspectors, the principal agreed to review the record forms to see how the views of the young people might be included. In the pupil questionnaire survey, 58% of the young people said that staff at the school had had to restrain them at some time. 32% said that this had not happened to them at the school. 10% did not respond to this question. Responses confirmed that restraint is used appropriately, for example, to prevent likely injury occurring to the young person or others.

The records of physical interventions are reviewed to monitor compliance with the school's procedures and to identify any patterns in incidents and the young person's individual behaviour support plan would also be reviewed. Parents and placing officers are later

informed, by letter, of incidents where physical intervention has been used.
Staff confirmed in discussion and through responses to the staff questionnaire survey that they have received training in Team Teach methods.

Evidence: restraints log, discussions with staff and year groups of young people, discussions with the principal and deputy principal (care), policies and procedures; young person's files; merit system notices; staff, pupil and parents' questionnaire survey responses.

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

The school has a detailed admissions and leaving procedures. All admissions are planned. No emergency admissions are made.

All young people admitted to the school have a Statement of Special Educational Needs, compiled following a multi-professional assessment. Referrals to the school are discussed by a multi-professional “Inclusion Panel”, chaired by a senior Devon County Council local education authority officer, to establish what form of provision is required. The placing authority then requests the school to consider a young person for admission to the school and provides assessment information. The Marland leadership team will then consider if the school will be able to meet the specific needs of the young person, the likely effects of the new admission upon the existing group of young people, matching with the current age range within the school and parental support and cooperation. The young person, his parents/carers and other interested professionals are then invited to the school for a formal interview, when the young person can have a pupil-guided tour of the school and is asked his views on attending the school.

When an offer of a placement is made, the parent liaison officer and key worker will make contact to ensure that all necessary information is obtained and may undertake an introductory home visit. The parents’/carers’ admissions pack includes general consent forms to be completed.

Parents/carers usually accompany the young person to the school on his first day to meet the allocated key worker and be shown his bedroom. Key workers ensure that each new student is given an induction pack and help them process the information over a period of time. New students are also assigned another experienced student as a “buddy” to help them settle into the school.

Where young people are preparing to leave school, transition plans are drawn up and preparations made well in advance to provide the young person with appropriate information and guidance to assist in the process of transition. Transition reviews begin at Year 9 when transition and personal development plans are drawn up. The school has excellent links with the local Connexions service, and the Connexions advisor for the school assists the young person to link up with the Connexions service in their home area. 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 school has a “flat” which is used with Year 11 students for independence skills training.

Evidence: prospectus, tour of the premises, young person’s guide, discussions with staff and young people, discussions with key workers, pupil survey questionnaire responses.

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?

4

The school operates with small class sizes with additional individual support from learning support assistants for students with specific learning needs. 1:1 behavioural support in class, or during "time out", is given mainly by senior staff or care staff when required.

The young people have targets to meet in classroom time. The care and education key workers discuss the setting of these targets, and the young person's daily and longer-term progress in meeting them, during supervision sessions. This system is explained in the young person's handbook and discussion with young people showed that they understand the system and why it is in place. Care staff contribute to and attend the bi-annual reviews, alongside a senior member of teaching staff.

Teaching and care staff are in close communication throughout the day. The points system is a useful tool, which helps them to identify and consistently address behavioural issues together, and provides a structured means of encouraging each young person's personal, social and educational development.

Young people 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 – two said that the support their son received in education was the best thing about the school. Another said, "I do feel my child has benefited a lot from this school. He has got more confidence in his ability to do maths and English, reading and writing, as well as in himself."

A number of pupils also said that the improvement in their education and SATs results is the best thing about them being at the school.

Evidence: observation, discussion with the principal, prospectus, young person's guide, discussions with young people and staff, pupil and parents' questionnaire survey responses.

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?**

4

The school provides an extensive and varied activity programme.

On weekdays, young people have two periods of free time after tea with a structured evening group activity in between. The choice of evening activities that a young person can choose from is determined by the amount of points and the colour group/band he has attained the previous week. Young people who have attained the higher bands have greater choice of or first option of activities for which there is a limited number of places.

On the evening of the inspection visit, there was a good range of indoor and outdoor group activities for the young people to choose from including football, cycling, a trip to the school woods, cooking, the use of IT suite and computer games consoles, such as Playstation 2, among others. Later in the evening, young people watched television or DVDs in the lounges or their own room, played pool, card or board games, read books or newspapers or socialised with their friends or staff. At weekends, there are trips and activities further afield, for example, to local beaches for surfing and body boarding, or to local shops and other leisure amenities.

The school has recently improved its links with another local authority secondary school for sporting and other activities, which has increased opportunities for Marland school pupils to take part in team sports such as school league football matches.

In the pupil questionnaire survey, many of the young people said that the activities or trips were the things that they liked best about the school. Examples of activities they said they enjoyed are football, pool, cycling/BMX ramp, swimming, surfing, walking, camping or going to the cinema.

Parents view the wide range of activities and opportunities for positive social interactions as additional benefits of attendance at the school.

All activities are risk assessed and high-risk activities are only undertaken under the supervision of persons holding the relevant qualification to supervise children's involvement in the activity concerned. Staff have training and qualifications in a range of outdoor pursuits such as canoeing, moor walking and climbing.

Evidence: observation, prospectus, pre-inspection questionnaire, discussions with the principal and deputy principal (care), discussions with young people and staff, parents' and pupil survey questionnaire responses.

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?**

3

The pastoral support manager ensures that the individual records of young people's health needs and required medication are obtained and kept up-to-date and that written parental consent for the administration of first aid, medication, both prescription and non-prescription, and to seek medical, optical or dental treatment is obtained. Young people are registered 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.

Health care appointments were noted in the daily log.

The school now 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 school has secured advice from the school's doctor in a written protocol on the provision of non-prescription "household" medication to young people.

A written record is kept of all significant illnesses, accidents or injuries to young people during their placement at the school.

The school aims to ensure that all staff, whose job entails working directly with the young people, have a minimum level of training in first aid (6 hour course). Some support staff have undertaken this training also. There are a number of staff who are qualified first aiders and this is balanced between care and teaching staff. At least one member of staff who holds a current first aid certificate is always available in the building. A senior residential care officer is nominated to ensure that first aid boxes are adequately stocked.

The school does not employ a qualified nurse.

Evidence: pre-inspection questionnaire, observation, young people's files, accident log, records of the administration of medication, policies and procedures, discussions with the pastoral support manager, the deputy principal (education) and the principal.

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

The inspectors took several meals, across all mealtimes, with the young people. Meal times are orderly, social occasions with the teaching and care staff sharing meals with the young people and engaging in and encouraging dialogue. Staff were observed encouraging good table manners and appropriate behaviour through role modelling, praise and gentle reminders. Staff were also observed encouraging individual young people to eat balanced meals.

Breakfast and lunch are more formal meals, eaten in the dining rooms. Tea and supper are taken less formally, in smaller groups, in the lounges. Year 11 students have a separate dining area from the main school. Dining rooms and their furnishings were suitable for the number and needs of the young people and staff dining in them.

All meals are prepared, to an excellent standard, in the school kitchen. The food was plentiful, wholesome, nutritious and well presented, although choices were somewhat limited. The catering manager does obtain information about individual dietary requirements and about food and menu preferences, through the student council, individual discussions and assessment of what particular foods are returned to the kitchen. Young people can make some choices, ahead of time, from the planned menu but are somewhat limited in choice on a day-to-day basis. If the school can improve on this and on consultation with young people over menu planning, the inspectors feel that a higher score may be able to be awarded.

In general, young people felt that the standard of food in the school was high. One young person said it was "awesome". In the pupil questionnaire survey, over 80% of the young people said that the food at the school is "very good" or "usually good". 6% said that the food was "just about ok" and the remainder did not comment. Approximately, one third of the young people said, in the questionnaire survey, that the food was one of the things that they liked best about living at the school. However, some young people felt that there should be bigger helpings and more fruit available.

Evidence: meals taken with the young people, year group discussions, discussions with the principal, catering manager and other staff, pupil questionnaire survey responses, record of menus served.

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

During the school day, young people are expected to wear the school uniform. Consultation with young people about the school uniform has taken place in school council meetings. Outside of school time, young people wear their own clothing and are able to keep their clothing and personal requisites for their own exclusive use.

The school has its own staffed laundry facility for the laundering of young people's personal clothing, towels and bedding. Year 11 students are able to do their own laundry in preparation for independence.

The school provides the young people with a basic pocket money allowance which varies according to age. Young people can earn additional pocket money through the points system or by undertaking additional chores. The young person's guide provides young people with information on how the school's pocket money system operates.

Young people can spend their pocket money, at weekends, in Barnstaple or Bideford, 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.

In discussions and in the pupil questionnaire survey, young people confirmed that they are able to choose how to spend their own money.

Evidence: discussions with young people and staff, observation, tour of the premises, pre-inspection questionnaire, pupil questionnaire survey responses, prospectus.

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 are 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?

3

All young people have a Statement of Educational Needs which the school has been identified as being able to meet. Looked After Children also have a care plan from the placing authority. The Team Teach coordinator undertakes a written individual risk assessment for young people.

Each young person is allocated two key workers – one from the care staff and one from the teaching staff who work together, with the young person, to ensure that his needs are met on a day-to-day basis and provide individual guidance and support for the young person. Key workers keep in contact with the young person's parents or carers to ensure good communication and continuity of care is maintained. Young people can request a change of key worker.

Annual and mid year reviews are held for each young person – one at the school and one in the young person's home area. Parents/carers and the young person attend these reviews. The key workers and the school's Connexions advisor assist the young person to prepare for the review and ensure that his views are included. All parents who responded to the parent questionnaire survey said that they attend meetings about their son and that they are listened to. All staff who returned a staff questionnaire said they thought that the school works very well with other professionals.

At present, personal information about young people and their needs is stored in a number of files in various areas of the school. The school is looking at ways in which this information can be consolidated and stored more effectively so that files can be updated more easily, duplication avoided and required information accessed more easily for those who are authorised to do so.

Evidence: pre-inspection questionnaire, discussions with the principal and deputy principals (care) and (education), discussions with staff and the Connexions advisor, discussions with young people, young people's files, staff, parents' and pupils' questionnaire survey responses.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

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

Two young person's files were checked. The inspectors assessed that the information listed under standard 18.2 was held, in a number of individual files, stored in locations throughout the school, which made it difficult to track. In one instance, it was not easy to ascertain those with parental responsibility for a particular young person, from the file records, although through discussion and further checks, this was clarified.

Records are stored securely in locked filing cabinets in locked offices.

The principal told the inspectors that the school is reviewing the information storage and management systems to produce a simplified, more user friendly and consolidated system, which can be more easily updated, without the duplication inherent in the current system, and with safeguards which will only allow those with authority to access personal and confidential information.

Individual pupil records kept by the school 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.

Young people would be allowed to access their individual case file, in accordance with Devon County Council's access policy, and in compliance with legal requirements for safeguards.

Evidence: young people's files, discussions with the principal, deputy principal (care), pastoral support manager and the school administrator, discussions with key workers, discussions with young people.

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**

The school administrator maintains and holds the required register of children and employees. Both contained the required information. It was discussed that the register of employees should include details of any agency staff, if any are employed at the school. In addition, an accident log, menus for the past year and a diary of events, including a visitor's log, are kept. The records are being retained for longer than the period required in this standard. Following discussion with the inspector, the school administrator said that she would also check what the local authority's file retention policy is, to ensure that the school is complying with this also.

Four staff files were checked – these contained copies of their contract of employment and other information detailed in this standard. Recruitment procedures and records for this are further discussed in Standard 27.

Evidence: staff files, discussions with the school administrator, principal and deputy principal (care), accident records, menus for the past year, visitor's book, register of children and employees.

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

All students usually have at least one weekend at home per half term. Additional “bonus” weekends at home can be earned depending on behaviour. Year 11 students spend most weekends at home to help with their reintegration into their local community and preparation for leaving the school. In the pupil questionnaire survey, 45% of the young people said that they would prefer not to live away from home but they also, generally, acknowledged that attending the school was beneficial to them educationally and socially. Some young people feel that they should be allowed more at weekends at home.

All parents who responded to the parent questionnaire survey said that they are encouraged to visit the school and can see their son in private. They said that staff made them feel welcome when they visit by introducing themselves, being friendly and communicative, taking time to talk with them and offering refreshments.

While the majority of parents commented very positively on communication between the school and themselves and contact with their son at the school, one parent said, “sometimes messages don’t passed on” and another said, “(I) can’t always contact (my son) by phone in the evening as only one phone line which is often engaged.” However, a second phone line has been installed which should alleviate this. Also, most of the young people have their own mobile phones which they are allowed to use in the evenings and weekends. On the evening of the inspection, the inspector observed that many parents and extended family members made contact by phone and that young people also were able to make phone contact with their families, on the payphone in the kiosk, if they wished. Young people confirmed that they are allowed to use the school phone to contact home, if they cannot use the payphone or a mobile phone.

The inspector was informed that any current restrictions operated by the school, on a young person’s contact or communication with a family member, are being done at the written request of his parent.

Evidence: observation, discussions with young people, discussions with the principal and staff, pupils’ and parents’ questionnaire survey responses.

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?

3

The school's Connexions service advisor is involved in all Transition reviews where issues about leaving the school and preparing for independent living begin to be considered. These reviews are undertaken for all students from Year 9 onwards.

The school also liaises with the local authority's Social Services Department about the Pathway Plan, and the school's contribution to its implementation, where the young person is a Looked After Child. In a recent case, the school has made written representations on behalf a Looked After young person who has now reached the age of 16 years but has not yet been allocated a social worker from the Leaving Care Team.

In year 11, young people have more intensive programmes for developing independence skills and the school has plans to further develop the residential areas currently used for this.

Evidence: pre-inspection questionnaire, discussions with young people, discussions with the principal, deputy principal (care) and school's Connexions advisor, young people's files, tour of the premises.

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

Young people have two key workers – one from the care team and one from the teaching team. Young people have planned sessions with their key worker every 2 – 3 weeks to discuss individual issues and agree and review progress on personal targets. Young people are able to contact any member of staff with personal or welfare concerns, not only their designated key workers. Young people can also contact the school's Connexions advisor as an independent person, if they wish.

The school also now has good links with the local CAMHS service, which provides individual specialist support when required.

All parents who responded to the parent questionnaire survey thought that the school is caring well for their son. Some comments from parents were, "They take time to deal with the children individually", " Supportive in all areas", " They make every effort to support our child's needs" and "The school has given (my son) a confidence and positive outlook on life which he lacked before."

In the pupil questionnaire survey, 84% of young people replied that staff give them good advice about keeping safe and out of danger.

Evidence: pre-inspection questionnaire, discussions with staff and young people, discussions with key workers and school's Connexions advisor, discussions with the principal and deputy principal (care), staff, parents' and pupils' questionnaire survey responses.

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 school is a two-storey, adapted and extended building, set in its own extensive grounds and located in a rural community. The school also has its own private wood about 1-2 miles from the school. Educational, kitchen, dining and most office and lounge areas and the staff room are on the ground floor. The school administrator's office, Connexions advisor's room, meeting room, laundry, medical room, independent living flat, bedrooms and main bathing facilities are on the upper floors. Young people do not generally have access to the upstairs area during the school day.

The location, design, size and layout of the school are in keeping with its Statement of Purpose and sufficient for the number of young people. The geographical isolation of the school has advantages and disadvantages – there is plenty of space available for the young people, but the school is reliant on its own transport for young people to access local towns and their facilities. Some parents feel that the distance from home is a disadvantage. In the pupil survey questionnaire, young people said that the best things about the school's buildings and grounds are the space available and the outdoor facilities, such as the football pitches and fields.

There are no young people with physical disabilities attending the school.

The school premises are not used for functions or activities that compromise or have an adverse effect on the care or privacy of the young people in the school.

A closed circuit camera system is used to monitor outside areas of the school, to ensure the safety of young people, from access by unauthorised persons, as there is a public right of way at the side of the school. CCTV cameras are also used in the upstairs corridor areas for sleep-in staff to monitor these areas, when necessary. Young people are aware that this system is in operation. Doors are alarmed only where specifically required in a young person's individual risk assessment, for the purpose of safeguarding and promoting the welfare of the young person or other young people in the school and with the young person's full knowledge.

The school has a local community representative on the governing body and is currently investigating more inclusive links with the local community and community facilities.

Evidence: tour of the premises, discussions with the principal and deputy principal (care), discussions with staff and young people, parents' and pupil questionnaire survey responses, pre-inspection questionnaire, head's self-assessment form.

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?**

3

The school's residential accommodation and facilities are clean, generally well maintained and furnished to an acceptable standard, with the aim of creating, as far as possible, a pleasant and homely living environment. The principal has begun a programme of updating interior and exterior décor. The reception area has been revamped and has excellent displays of young people's work and achievements and photographs of all staff and students.

Dining and most lounge areas are situated on the ground floor. Year 11 pupils have a separate dining room from the main school. There are three lounges for junior, intermediate and senior age groups, furnished with a television, video/DVD player, comfortable chairs and personal lockers. There is a fourth lounge upstairs equipped with computer game consoles, which can be used by young people who have achieved the highest merit level.

Bedroom areas are divided into junior, intermediate and senior sections. All bedrooms are double or single except for three, which have three beds in them. It is only occasionally that three young people would share a room. Young people can choose to have a single room but some prefer to share. If any problems with sharing arise, then the young person can request a change.

The inspector observed that all bedrooms had sufficient and suitable beds and bedding, were clean and in good decorative order, with good quality carpeting and curtains, a window for natural light, equipped with heating and were furnished with a television, desk, chair(s) and beside cabinet(s). Each young person has a lockable under-bed storage box. Young people can use their own bedding and personalise their bedrooms if they wish and some have done so. In the pupil questionnaire survey, 55% of young people said that they do, or sometimes, get a choice about furniture and how the school's bedrooms are decorated.

There are two telephone lines on which young people can receive calls – one phone has a portable handset which can be taken into another area for privacy, the second is located in the upstairs corridor and is not portable, so is less private. There is also a payphone in a private kiosk downstairs from which young people can make and receive private calls. In discussion, young people told the inspector that students could use their own mobile phones if they so wish.

Staff have designated sleep-in rooms close to the young people's bedrooms to respond to young people's nighttime needs.

Evidence: tour of the premises, discussions with year groups of young people, discussions with staff, discussions with the principal and deputy principal (care), pupil questionnaire survey responses, pre-inspection questionnaire, head's self-assessment form.

Standard 25 (25.1 - 25.7)

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

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

Staff use separate toilet and bathroom or shower facilities to those used by young people. The school has sufficient baths, showers and toilets to meet the needs of the young people and the number available for the young people's use exceeds the minimum standard. These facilities were observed to be clean, generally of good standard (see comment about two shower cubicles below) and free from odour. The inspector was informed that, following comments made by young people at a school council meeting, wooden boards to stand on are being purchased for those shower facilities, which have metal flooring and common drainage.

In the pupil questionnaire survey, 61% of young people said that there is enough privacy for them when using the toilets, showers or bathrooms, but 23% said there was not. 16 % made no response to this question. Comments about lack of privacy from young people related to two of the shower cubicles - concerns were expressed that doors on these cubicles could not be locked and that the doors were slightly see-through. The inspector discussed these concerns with the principal and the deputy principal (care) – these are the oldest of the shower cubicles and are scheduled for upgrading. It was decided that as sufficient other shower facilities are available, these will not be used until upgrading is completed.

Evidence: tour of the premises, discussions with the principal and deputy principal (care), discussions with year groups of young people, pupil questionnaire survey.

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**

Risk assessments are carried out, recorded in writing and regularly reviewed. The fire safety officer visited recently. Issues raised by him in his letter to the school have been addressed - the fire risk assessment has been reviewed and updated and the fire safety training for staff is being reviewed and records of training will be kept. Five members of staff have received training in the use of fire extinguishers. On and off-site activities risk assessments are undertaken and recorded.

The young persons' handbook details what to do if you hear the fire alarm. Fire procedure notices were displayed on bedroom and other doors. Young people have a one-to-one induction meeting with a senior residential care worker who checks to ensure that they understand the fire and other safety procedures.

There are written guidelines for the use of school transport and only Devon County Council approved drivers are used.

Staff are given written guidance in a "dos and don'ts" list.

Fire alarms are checked weekly. Electrical equipment is checked.

Evidence: discussions with the principal and deputy principals (care) and (education), fire safety officer's letter, young person's handbook, tour of the premises, discussions with staff and young people, observation, induction meeting, pre-inspection questionnaire.

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?

2

Staff vacancies are advertised locally and through the Devon County Council job bulletin and web site. A shortlist of candidates is drawn up from application forms received. Short-listed candidates are formally interviewed by a panel, which includes the principal, deputy principal (care) and a governor representative.

Short-listed candidates are given an opportunity to visit the school for lunch and observe first-hand how the school operates. The deputy principal (care) is responsible for staff induction. The parent liaison has responsibility for personal development and training, working with the staff development coordinator.

Discussion with the principal, deputy principal (care) and other staff confirmed that the school follows the Devon County Council procedures for staff recruitment and appointment. However, when four staff files were checked, it was found that the recruitment record in these files did not meet NMS 27.2, in that all the elements listed were not verifiable in the record. For example, the files did not verify that checks of identity against an official document, such as a passport or birth certificate had been undertaken, and not all of the files checked held the required minimum of two written references. There was evidence of a CRB or police check having been undertaken, but it was not clear, in some cases, what level the check was. A recommendation has been made that recruitment records held at the school should verify that all the elements listed in NMS 27.2 have been undertaken when recruiting staff.

Evidence: staff files, discussion with the principal and deputy principal (care), discussion with the school administrator; discussions with staff, pre-inspection questionnaire.

Total number of care staff:

15

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 school employs 47 staff which includes leadership and management, teaching, teaching support, care, catering, site management and ancillary support and administrative staff. Staffing levels during the inspection visit were observed to be adequate and in discussion, staff said that staffing levels are adequate in general. The school increases the number of staff looking after young people above the minimum required where young people's needs or other circumstances require this.

There is at least one member of staff in charge of each identifiable group of young people, within or outside the school, with the means to call for immediate backup from at least one other member of staff if necessary. On the campus, staff use two-way radios to keep in touch and call for assistance when necessary. Mobile phones are carried if young people are taken off-site.

Two members of staff sleep-in, with telephones in their bedrooms with 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 young people includes staff of both genders. In the parent questionnaire survey, 10 of the 12 parents who responded said that they thought that there is enough staff at the school to care for their child. However, two said that they thought there was a need for more staff to give their sons more 1-1 time. One commented, "I think the care staff are mostly dedicated and caring. (My son's) key worker is excellent. Overall they do a brilliant job. However, I would like to see more individual care at necessary times which may indicate a need for more staff." Another said, "They do a good job but my son is very challenging and needs a lot of time." Other parents said that they thought the staff did an excellent job.

Evidence: prospectus, pre-inspection questionnaire, staff register and rota, discussions with the principal and deputy principal (care), discussions with staff, observation.

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**

The induction programme detailed to the inspector was confirmed through discussion with a newly appointed member of staff. Discussion and observation confirmed that new staff are supervised, given clear information about accountability, reporting lines and procedures to be followed in relation to emergencies, health and safety, child protection and the notification of incidents.

Six staff questionnaires were returned – all confirmed that staff have received in-service training within the past twelve months, for example child protection, Team Teach training, sports coaching course or counselling skills. All said that they have been supported to undertake professional training whilst at the school – for example, Team Teach Tutor courses, sports coaching courses, NVQ Level 3 & 4 in Caring for Children and Young People, NVQ Level 3 teaching assistant and a degree level course. Seven care staff are due to begin the NVQ Level 3 Caring for Children and Young People course in November 2004 and the deputy principal (care) and four senior residential care workers are currently undertaking NVQ Level 4 in Caring for Children and Young People and the Registered Managers' Award.

In the parent questionnaire survey, parents commented very positively on the quality of the staff at the school and the standard of care provided. One commented, "The team – teaching and care staff - are excellent overall." Another described the staff team as "dedicated and caring". One parent commented that they thought that more training for care staff regarding specific disorders or conditions that affect some of the young people would be helpful.

Evidence: discussions with staff, discussions with the principal and deputy principals, staff and parents' questionnaire survey responses, staff files, pre-inspection questionnaire, head's self assessment form.

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?****3**

The performance management system, which incorporates the supervision process, has now been extended to include all staff. All staff spoken to were aware of the lines of accountability and support available to them. Care staff confirmed that individual supervision sessions do take place at least once per half term in line with the standard. Staff who responded to the staff questionnaire survey agreed that they are well supported in their work by senior managers, peer support and good communication between staff.

Performance management for the principal is undertaken by an external consultant and two appointed governors. Last assessment was undertaken on 6/10/04.

Regular meetings for particular staff groups are undertaken and whole staff group meetings also take place.

The school has a no smoking policy.

Evidence: pre-inspection questionnaire, head's self-assessment form, discussions with the principal and deputy principals, discussions with staff, staff questionnaire survey responses.

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 organised and managed, with clear and effective management structures. The current principal has been in post since Easter 2004.

The deputy principal (care) has held this post for 13 years. He is currently undertaking NVQ Level 4 in Caring for Children and Young People and the Registered Managers' Award. Four other senior members of the care staff are also undertaking these qualifications. The senior care team are all experienced in residential care and have been senior residential care workers for between 2 and 11 years.

Seven residential care workers are due to commence NVQ Level 3 in Caring for Children and Young People in November 2004, so the school will be well above the minimum ratio, in this standard, of 80% of care staff with this qualification, once this training has been completed.

The 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. Young people are not given responsibility over other young people in the school.

Evidence: pre-inspection questionnaire, head's self assessment form, discussions with the principal, deputy principal (care), staff and young people, staff questionnaire survey responses, observation of handover briefing meetings.

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

X %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

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 staff team is very stable.

The principal or senior members of staff, delegated to do so, monitor records to identify any patterns or issues requiring action. All policies and procedures are currently being reviewed and updated where necessary. The data management system is also being reviewed and updated which should allow for easier data retrieval for reviewing purposes.

Evidence: discussions with the principal and deputy principal (care), pre-inspection questionnaire, head's self-assessment form.

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?**

3

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

The visits include checks on the school's records of attendance, complaints, sanctions and the use of physical interventions; an assessment of the physical condition of the building, furniture and equipment and opportunities, for any student or member of staff who wishes to, to meet the visitor (in private, if they wish). The reports on the last term's visits were made available to the inspectors.

A governor was carrying out an unannounced visit during the inspectors' evening visit to the school.

Evidence: Standard 33 reports; discussion with the Standard 33 visiting governor; pre-inspection questionnaire; discussions with staff and students.

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 13 October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

NO

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

NO

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 3 January 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

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 _____ of Marland 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 _____ of Marland 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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000022231.V170442.R01

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



The paper used in this document is supplied from a sustainable source