



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Whitstone Head School

**Whitstone Head School
Whitstone
Holsworthy
Devon
EX22 6TJ**

Lead Inspector
Jay Miles

Announced Inspection
3rd & 5th October 2006 8:30

The Commission for Social Care Inspection aims to:

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

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Whitstone Head School
Address	Whitstone Head School Whitstone Holsworthy Devon EX22 6TJ
Telephone number	01288 341251
Fax number	01288 341207
Email address	whitstonehead@btconnect.com
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Whitstone Head Educational Trust Ltd
Name of Head	Principal - Mr D. R. McLean-Thorne
Name of Head of Care	Mrs. L. Hills
Age range of residential pupils	10 to 16
Date of last welfare inspection	5 th July 2005

Brief Description of the School:

Whitstone Head School is a DfES (Department of Education and Skills) Approved Non- Maintained Special School (Residential) providing support and education for children aged between 10 and 16 years who are emotionally fragile/vulnerable and have Statements of Special Education Needs for behaviour, emotional and social difficulties. Young people are largely referred by Local Education Authorities but sometimes by Social Services or Health Authorities. Children come from all parts of England and Wales. The school is run as a Specialist Centre providing education to National Examination level allowing access to Further Education and employment. The school works to the Revised National Curriculum and has a programme of Outdoor Education and Outdoor Pursuit Activities.

Whitstone Head School is situated on the edge of Whitstone village. It comprises of a large country house and grounds with an adjacent education building and games hall . Attached buildings have been converted for boarding purposes. The majority of young people board. Selection is carefully managed and children are assessed on a trial basis to ensure that the school is able to meet their education and care needs. A maximum of 32 children can be provided with boarding accommodation.

The boarding facilities provide spacious accommodation and the school grounds offer extensive play and recreational areas. A team of Residential Care Staff supports boarding. Each young person has a link care worker. The Care Staff team link with the School's Behaviour and Education Support Staff to facilitate consistent care management. Healthy lifestyles are encouraged. Education is supported. Children have access to a large range of extra curricular activities.

SUMMARY

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

Mrs Jay Miles and Mr. Chris Passmore conducted this inspection over two days – the 3rd and the 5th October 2006. The first day started at 8:30 and finished at 17:40. The second day started at 9:30 and finished at 19:00. For unexpected reasons, Mrs. Miles was unable to take part on the second day; Mr. Passmore completed this and his findings are included in this report.

The inspection focussed on key standards only. To get a flavour and understanding of pupils' experience of the school, the inspectors joined the pupils for breakfast, followed by assembly led by a member of the teaching staff. Two pupils provided a helpful guided tour of the education facilities and grounds. Other contact with the pupils was informal, usually at meal times or during visits to the boarding houses after school when they were relaxing and socialising.

Other sources of information and insight into school life came through interviews with the Principal, the Head of Care, the Deputy Head, and with teaching staff responsible for the Physical, Social and Health Education (PSHE) curriculum. Time was also spent with the Housekeeper, the Head of Catering and the Bursar. The Head of Care, Ms Hills, was available throughout to answer questions and provide access to any records required.

Further valuable information was received from the Principal, four parents, one placing authority and thirteen pupils who all kindly completed pre-inspection questionnaires. At the time of the inspection the school had 15 boarders.

This school has a good track record of aiming to meet high standards of care and boarding facilities. The inspection looked at whether these previous good standards had been maintained and whether young people were enjoying their school life and were being safely and appropriately cared for. Both inspectors were impressed that pupils expressed pride in their school and with their positive comments. They told us that they appreciated the opportunities they were being given and they enjoyed being with their friends. Comments such as "It's wicked", and "It's well good" contributed to the positive impression gained.

All pupils spoken with, said they felt safe and the majority said staff were fair. One pupil said –

“ The best thing is they treat you right”.

It was evident from conversations with staff and management that the school takes bullying very seriously and has a whole school approach to curb it. Children are encouraged to recognise bullying as any action that makes someone else feel uncomfortable. Not surprisingly, pupils' experience of bullying varied but those saying that they had been bullied had clearly

understood that bullying presents in different ways. Indeed, the inspectors concluded that the school does a good job in helping young people recognise the distress bullying can cause and in making it everyone's business. Monitoring of any relationship issues indicative of bullying and prophylactic intervention were integral to daily life in the school.

All the pupils said they knew how to make a complaint and nearly all said they were asked their opinion about the school.

Activities were regarded as one of the best things about living at Whitstone Head. Surfing was very popular. Interestingly, several pupils commented on how much they liked the school grounds and the views. They appreciated the feeling of space and the opportunity to be on their own if they wanted to.

Meals were considered by most of the pupils to be good.

The majority of the pupils' questionnaire responses were very positive but they were also balanced and gave the inspectors information whenever they felt things could be better. Examples were - better internet connections, later bedtimes, more things to play with at break times, and longer activities. When asked if the school was a good place to live, the overwhelming majority said "Yes". One young person said

"I am enjoying school now"

What the school does well:

Previous inspections of Whitstone Head School over the last four years have all been positive. This inspection confirmed that the school consistently achieves high standards in boarding. Inspections can only be a snap shot of school life. Hence the following list reflects positive matters noted on this occasion.

1. Pupils value and appreciate the size of the school, which allows them to take part and enjoy their education without excessive peer pressure.
2. The school provides an excellent range of sport and extra curricular activities.
3. Pupils enjoy being at the school. They have fun and achieve.
4. Children's individual needs are met with sensitivity and understanding.
5. Pupils feel safe, valued and included. They know who to ask for help.
6. The Management Team functions efficiently and co-operatively.
7. The Principal is pro-active in instigating government guidelines. The school can be relied on to act on recommendations.
8. The school communicates and consults well with all relevant agencies.
9. Pupils are empowered to move on from mistakes or difficulties. Problems are not dwelt on unnecessarily.

10. Pupils enjoy a good standard of boarding facilities. Catering, housekeeping, laundry and maintenance are all of a very high standard.
11. The residential care staff team is well led. They enjoy their work and are supported with excellent training opportunities.
12. The school works as a whole on a 24-hour curriculum basis, which focuses on successful outcomes for all pupils in all aspects of their lives. Pupils are supported to work towards their self-devised personal targets.
13. Parents feel welcome and listened to.
14. A whole school approach is taken to curbing bullying.

What has improved since the last inspection?

1. The dining room has been redecorated and there is a whole school programme of re-decoration in progress. New tables had been ordered.
2. A chilled food cabinet has been installed in the dining room – useful for keeping salads, deserts and yoghurt cool.
3. Work is being done to increase opportunity for pupils to contribute more to decisions affecting the school.
4. Staff and management are monitoring record keeping and consciously trying to ensure all record entries are signed.
5. Links between education and residential care staff have not been formalised but are reported to be working well.

What they could do better:

1. Continue to optimise communication between residential link workers and personal tutors.
2. Ensure that the School's Statement of Purpose is dated to indicate annual review and consider producing additional versions of the Statement of Purpose e.g. a children and or parents' guide, to increase accessibility.

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

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

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

14 & 15

This school promotes health by seeking health advice as necessary and by providing good food, opportunity for exercise, healthy daily routines including hygiene and sleep, health education and a healthy environment. It strives for all pupils to feel valued, supported and able to contribute to school life.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.”

EVIDENCE:

Records show that staff are aware of pupil’s individual health needs and these are supported with sensitivity. Conversations with staff and management confirmed this. Medical records include immunisations and treatment reports.

Pupils are helped to understand how they can support their own health and well-being during curriculum education sessions. This is then supported in practical terms by giving pupils opportunity to make healthy choices e.g. meals and exercise.

Pupils talked to the inspectors about their desire for later bedtimes. Pupils had set times for lights out, which were defined according to age. Bedtimes are designed to ensure adequate sleep to support well- being and education.

Meals were of a high standard. Food is “home cooked” and there is always a vegetarian option and salad. Fresh fruit is available at every meal. Breakfasts include cereal, fruit and toast and a daily cooked breakfast. It was particularly pleasing to see so many having a substantial breakfast and taking yoghurts from the chilled cabinet. Most of the pupils said they found the food good or very good. Food sampled was excellent, well prepared and provided a balanced diet.

The inspectors were concerned about the speed of lunches and staff said they would like to see mealtimes become a little less perfunctory. However, in raising this as a matter for review, it was understood that pupils had requested to have a shorter lunchtime in order to finish school a little earlier in the day. This had been agreed and as a result the school's lunch break had been reduced to 40 minutes. Consequently, lunch was a meal designed to allow pupils to eat well but quickly so they could enjoy some outdoor time or socialising with their friends before resuming their studies. The evening meal was less hurried.

Only a small number of pupils stay for week-ends. Meals are geared to ensure they can get out and enjoy their free time. Saturday morning brunch is a favourite. Staff and children are provided with generous funding to then sort out their own catering arrangements – a buffet or take-away being favoured. This arrangement has evolved to be pragmatic. The children were quite satisfied and there were no complaints voiced by staff or parents.

Staying Safe

The intended outcomes for these standards are:

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

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

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

Pupils' well-being and safety are protected. They know to whom they can turn if they have concerns.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service."

EVIDENCE:

NMS 3

Records and confidential information were observed being stored appropriately to ensure restricted access.

From examples described by staff, it was evident that pupils' personal health issues were handled sensitively to support dignity and privacy.

Staff are able to provide appropriate gender support for various aspects of boarders lives - hygiene, health matters, sport facilities.

NMS 4

Pupils' questionnaires showed that they knew how and to whom they could voice any concerns or complaints. The Head of Care confirmed that the school does not have any advocacy systems for children but children were able to telephone their parents or their social worker. Complaints are largely dealt with as they arise as part of every day school life. Neither the School nor the Commission had received any written complaints. The Placing Authority contributing to the inspection by questionnaire was satisfied with arrangements.

NMS 5

The Head of Care is the named person for Child Protection in the School. Ms Hills has established effective working practices with the Local Children's Safe Guarding Board and has demonstrated that she works efficiently and effectively to communicate and seek guidance should she be made aware of any potential child protection matter. Staff have received training in child protection matters. Further update training was being arranged.

NMS 10

The school takes a whole school approach to curtailing bullying. The Principal confirmed that at start of each year the school reminds everyone about their responsibilities in this regard. This is based on audit work carried out over the previous year. New pupils are introduced to the school's view that anything done deliberately to make others feel uncomfortable is bullying. The school takes a "zero tolerance" stance to bullying. The national annual "anti-bullying week" was imminent and the school had obtained the new resource pack designed to support this. At the time of the inspection anti-bullying was being incorporated into the School's Health and Safety procedures.

Not surprisingly, pupils' experience of bullying varied. Questionnaires showed that about a quarter of pupils had or were experiencing some form of bullying and some considered this to be frequent. The Principal described daily review of any known or potential bullying situation, which embraces each set of circumstances on an individual basis. The Head of Care confirmed that bullying is always addressed in staff meetings and handover sessions to ensure staff are fully briefed and aware of any risk. In addition, the Principal audits and reviews the school's approach to bullying every six months producing a report as previously recommended. Pupils are supported to manage matters of bullying by understanding their own behaviours and those of others and managing friendships and relationships as part of their development.

NMS 8

No change was reported in the way the school manages and documents incidents where pupils leave the premises without permission. The Head of Care has previously demonstrated a conscientious approach to managing this. The Principal confirmed that unauthorised absences had not been of concern and there had been no reason to seek police support.

Pupils described the space in the grounds as being helpful. Indeed several clearly really enjoyed the ability to be alone for a while and liked having the option to play and enjoy the garden. Staff respected this as long as pupils told them where they were going.

NMS 10

The former Head of the Behaviour and Education Support Team had left the school but the systems set up continued and the Principal and Deputy Head both reported that behaviour management arrangements were working effectively. The Head of Care concurred and counter-signed all the relevant documentation, including the behaviour management log. .

Only 4 sanctions had been recorded since the beginning of term. These were appropriate and were monitored and signed by the Head of Care. Comments from parents about the school's approach to punishment were

"Very fair"
"Fair, consistent and age appropriate"
"Good"
"Satisfied with it"

In discussion with the Head of Care and staff, it was evident that behaviour management is individually tailored to suit children's needs. The majority of pupils said they found staff were fair and that any action taken to counteract poor behaviour was reasonable.

It was pleasing to find again by example that previous behavioural issues were not dwelt on. Pupils are encouraged to regain their composure and self-manage as much as possible so that they can move on and progress. Success in appropriate behaviour is acknowledged.

NMS 26

Safety is supported through risk management and safety checks. Records checked with the Bursar showed that electrical checks, gas safety, hot water supplies, fire safety testing and fire drills were being carried out. Dates of checks were obtained.

Risk assessments had been conducted on the property and were also conducted for all activities and outings. However, risk management was

sensibly applied to ensure that any restrictions incurred do not unreasonably cramp children's ability to experience and enjoy activities.

NMS 27

Three staff files were examined – a teacher, a member of the residential care staff and a night worker. All checks had been carried out with diligence in line with NMS 27.2.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13 & 22

The residential provision of this school supports and contributes to the pupils' education and provides added benefit in terms of life skills and consolidation of progress made. Children are carefully assessed prior to admission to ensure their needs can be met and they will derive benefit from attending the school. Children's own views are taken into account.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service."

EVIDENCE:

NMS 12

Handover sessions between the residential and teaching staff feature at both ends of the education day to ensure pupils' needs and behaviours are appreciated.

Each child has a link worker to facilitate effective communication between the residential and education staff. Currently this communication is not formal but staff said they were able to link whenever necessary.

The inspectors were struck by the pupils' positive comments about the school. The boarders were clearly proud of it, enjoyed being there and appreciated the opportunity to attend. Although the school day is structured and there are clear parameters, the atmosphere is relaxed and informal. Pupils said they enjoyed chatting with staff. First names are always used.

Strengths and achievements are celebrated and there is a positive atmosphere. Pupils are supported to acquire life skills – socialising and sharing, looking after their rooms, managing their laundry, choosing their

activities and sustaining work placements. Praise and encouragement were frequently heard.

The residential records show that a healthy life balance in terms of work, sleep and play is maintained to ensure children can take advantage of their education. Pupils said they tended not to have homework but staff would help them if needed.

NMS 13

This school has consistently offered pupils a large range of activities, which they really appreciate. The residential staff team includes 4 qualified lifesavers and the majority of staff are qualified in first aid. The inspectors were shown around the school by two pupils and saw excellent sports equipment and facilities as well as facilities for cooking, craft and computer skills. Pupils reported particularly enjoying surfing and were making the most of the warm autumn. The school is to be congratulated on providing so many opportunities. Children have a real chance of finding a physical activity or hobby they enjoy.

NMS 22

The size of the school allows staff to really get to know pupils. Children's files and records show that staff are provided with good background information and care plans to support care. A daily log is completed for each child. It covers general information, behaviour, and development and moves backwards and forwards each day from the residential side to the education staff to ensure a good flow of information. Log sheets are transferred to the child's main file, usually each week. In the records examined, care plans were complete and review dates had been set. Children have self-set personal targets to monitor their progress.

The Principal, as a psychologist, provides individualised support and guidance should a child have specific needs in relation to their personal lives and also a steer as necessary for staff.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 17, & 20

Children are listened to. Their voice is valued. They are respected and included in any decisions about their care. They are able to keep in touch with their families or carers while at school.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.”

EVIDENCE:

NMS 2

The Principal described the careful procedures used to assess children before admission. The aim described being to be assured that the school can meet the child’s needs and that they themselves want to be part of the school. Their views are considered to be very important in this process.

The Schools’ Statement of Purpose makes clear that children will be helped to embrace and take pride in their own culture and social identity as well as having opportunity to learn about others.

Pupils views are ascertained throughout the normal interaction of a school day but the school has also developed a tutorial system to promote the “pupils’ voice”. Protected relaxed time offers space for children who are hesitant in a

large group, to be able to talk with a member of staff and explore in more depth their views, any difficulties and their aspirations.

NMS 17

Each child's records contain assessed care needs and a placement plan. Placement plans are reviewed. Each child has a link worker to monitor its progress and contribute to any placement review.

Questionnaire responses suggested that not all boarders were aware they had a placement plan but this may relate their understanding of the terminology. Records seen covered key points required in a placement plan as listed in NMS 17.5.

NMS 20

The school supports children to keep in touch with their families or carers as defined by their placing authority. Families have previously said they felt welcome at the school and the four parents completing questionnaires on this occasion confirmed this.

“ They are most welcoming, all areas of the school are accessible, refreshments are offered. Everyone from the cleaners to the Principal speaks to you”.

One parent reported that their child was able to telephone them every night if they wanted to and that the school was good at letting them know how things were going.

The Head of Care described regular contact with families. Some children go home for the weekend. They are taken and picked up by staff providing further opportunity for school/ home contact. A parent said

“ Problems are always sorted out straight away. It is very much a joint effort between staff and home”.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

These standards have been well met in the past. As these standards are not key standards, they were not looked at in detail on this occasion. However, from time spent in the school and from the comments received from pupils it was evident that the school is in good order, is a pleasant environment and pupils enjoy a good standard of living in the school.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

- Past inspections
- Observation and tour of the premises. Time spent in the dining room and the boarding accommodation.
- Pupils' and parents' questionnaire responses.

Management

The intended outcomes for these standards are:

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

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

1, 28, 31, & 32

Whitstone Head School is well led and has a cohesive management team striving for good outcomes for pupils.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service."

EVIDENCE:

NMS 1

The school has an informative Statement of Purpose. It is advised that this is dated to show that it is being reviewed annually. It is also advised that additional versions of Statement of Purpose be produced e.g. a children's and or parents' guide in order to increase accessibility.

NMS 28

There were no concerns regarding residential staffing levels. The Head of Care said staffing was sufficient to maintain safe levels without agency support and that she was able to provide additional staff if required. Staffing levels are based on risk assessment. Staff met were happy with the support they received and the work they were doing. Waking night staff and "sleep in" staff are provided in each unit except for the older boys unit where they have been risk assessed as capable of being able to cope with arms length supervision. The Head of Care is on call on site.

All the parents completing questionnaires were complimentary about the staff and several of the pupils expressed their own appreciation of the staff in their questionnaires and directly during the inspection.

NMS 31

The Head of Care is an experienced manager with extensive children's experience. Ms Hills has been in post since 1998.

The school supported all residential care staff to successfully achieve an NVQ 3 in Care of Children and Young People in 2005. New staff are to be given the same opportunity.

Staff are kept abreast of developments through staff meetings, handover sessions and by one to one contact and supervision with the Care Manager.

NMS 32

The School has been diligent in keeping the Commission abreast of matters of significance. Helpful communications have been received from the Principal, the Bursar and the Head of Care.

Records were being reviewed and monitored by management.

The Principal writes an annual report for the Board of Governors reviewing the operation and management of the school including the welfare provision for boarders.

SCORING OF OUTCOMES

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

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	4

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

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

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

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

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
2.	RS1	Additional versions of the Statement of Purpose should be considered to increase accessibility. (NMS1.4)	
3.	RS12	Links should continue to be developed between residential link workers and personal tutors.	

Commission for Social Care Inspection

St Austell Office

John Keay House

Tregonissey Road

St Austell

Cornwall

PL25 4AD

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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