

# The Marchant-Holliday School

Marchant Holliday School, North Cheriton, TEMPLECOMBE, Somerset, BA8 0AH

<b>Inspection dates</b>	11/07/2013	
<b>Overall effectiveness</b>	<b>Adequate</b>	<b>3</b>
Outcomes for residential pupils	Good	2
Quality of residential provision and care	Good	2
Residential pupils' safety	Adequate	3
Leadership and management of the residential provision	Adequate	3

## Summary of key findings

### The residential provision is adequate because

- Pupils feel safe and at ease; they benefit from the warm and positive relationships established with their staff that are experienced and committed to deliver good quality care and support. Pupils are polite and welcoming. They are eager to communicate, make their views known and make visitors welcome, even though they find communication challenging
- Pupils enjoy their experience of boarding and take full advantage of the extensive range of activities and interests on offer. Behaviour management systems are effective, providing opportunities for young people to reflect and learn when their behaviour falls outside of the schools 'good behaviour' expectations.
- Monitoring of residential practice and recording is undertaken. The reports lacks sufficient rigour in identifying error, and providing an analysis of trends and patterns to bring about improvement in outcomes for residential students. The records specified in Appendix 2 (Residential Special Schools National Minimum Standards) are not consistently maintained.
- Overzealous surveillance systems potentially intrude unnecessarily on young people's privacy and are not robustly assessed on risk and individual need. The facilities provided for pupils to change prior to and following swimming are communal and does not offer privacy to pupils' changing. As a result, pupils' privacy is restricted and child protection concerns and incidents are increasing.

### Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools. The details are listed in the full report.

## Information about this inspection

### Inspection team

Sharron Escott

Lead social care inspector

# Full report

## Information about this school

Marchant-Holliday School is an approved independent charitable residential special school. It is managed by a board of governors, who are also trustees, and by a senior management team. The school is situated in rural surroundings three miles from the nearest town, Wincanton.

The Marchant-Holliday School provides residential and day education. The school provides residential accommodation for up to a maximum of 34 residential pupils. It is a boys' school for pupils aged five to 13 years old who have social, emotional and behaviour difficulties with additional complex needs. At the time of this inspection there were 20 residential pupils and 15 day students. Residential pupils are accommodated in one of two boarding houses which are split into accommodating younger and older pupils. All residential pupils go home at weekends at least once every two weeks. The residential provision was last inspected on 25th June 2012.

## What does the school need to do to improve further?

- ensure arrangements are in place to review how the child is settling following admission to the school.
- **The school must meet the following national minimum standards for residential special schools.**
  - Arrangements are in place to review how the child is settling following admission to the school. In an emergency admission a review meeting is initiated as soon as possible (and never longer than four school weeks after admission) to consider whether the child should remain at the school, or whether it is in that child's interests to move to a different placement. Such a review meeting may involve (where appropriate) the school, the placing authority, the parents/carers or those with parental responsibility, those with significant involvement with the child (such as social services or health services) and, where possible, the child. (NMS 2.5)
  - Any treatment received by a child is recorded in a written or electronic school record (separate from NHS records) to which only appropriately designated staff have access. (NMS 3.9)
  - Reasonable protection is provided for children's personal possessions and for any children's money or valuables looked after by the school. (NMS 9.3)
  - All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by. (NMS 12.5)
  - A written record is kept of major sanctions and the use of any physical intervention. Records may include the information in Appendix 2 (Residential Special Schools National Minimum Standards) - 'use of physical restraint'. The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice. (NMS 12.6)
  - No school restricts the liberty of any child as a matter of routine or provides any form of secure accommodation. (NMS 12.7)
  - The school's procedures are compatible with the local Runaway and Missing from Home and Care (RMFHC) protocols and procedures applicable to the area where

the school is located. Where children placed out of authority go missing, the Head of Care follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority. (NMS 15.7)

- All staff have access to support and advice for their role. They also have regular supervision and formal annual appraisal of their performance. (NMS 19.6)
- Most monitoring visits are carried out unannounced. They include: checks on the school's records of attendance, complaints, sanctions, use of physical interventions, risk assessments, and where they exist, individual care plans for children; assessment of the physical condition of the building, furniture and equipment of the school; and opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish). (NMS 20.2)
- The school keeps a register showing: For each child resident at the school - the dates of admission and departure of each child, who was responsible for their placement in the school, where they were living/accommodated prior to arriving at the school, where they are living/accommodated on leaving the school, and the placing authority and legal status (if applicable); duty rosters recording the identities of the staff and other persons who actually worked at the school or with children from the school, by day and night. The above records are retained for at least 5 years from the date of the last entry. (NMS 22.4)

## Inspection judgements

### Outcomes for residential pupils

**Good**

Outcomes for pupils are good. Pupils enjoy their experience of boarding and take full advantage of the extensive range of activities and interests on offer, which further develops and broadens their confidence and life experience. They also thrive on the daily structure, routines and opportunities available to them to learn vocational skills. One pupil said, 'When I am good and I don't 'blip' I get gold status. I can go on the quad bike and be the first to choose which activity I want to first.'

The school council and daily informal discussions with pupils provides good opportunities for individuals to have their views heard and considered, which has contributed to the development of the school. One pupil has asked senior managers to consider having an ice cream van to be available on sports day. Another pupil has suggested that members of the school council have badges to visually inform and remind other pupils who are school council members.

Pupils benefit from living in a school where healthy living is embraced and promoted. Regular fitness and outdoor activities provide opportunities for healthy living and lifestyles. The health care facilities on site enable pupils to seek medical advice, support and treatment. Their health care needs are therefore promoted to a good standard. Mealtimes are a social occasion; table seating is considered and reviewed regularly. Pupils are encouraged to clear tables to develop their independent skills. Menus are reviewed to ensure they are nutritious. However, not all pupils enjoy the quality and quantity of meals available, saying that if they do not like what is available then there are limited alternatives available.

Pupils thrive in an environment where the structure and high expectations is embedded in the ethos and culture of the school.

### Quality of residential provision and care

**Good**

The quality of the boarding provision is good. Staffing levels within the boarding provision provides pupils with support and supervision. As a result, behaviour management systems are effectively implemented and incidents relating to bullying managed. Close working relationships between teaching and boarding staff ensures that Pupils requiring extra support and or time out is provided.

The boarding staff are long serving, experienced and committed to their tasks and are able to offer good standards of pastoral care to pupils. Informal meeting with keyworkers enable individuals' time to discuss their anxieties and concerns. Pupils benefit from the warm and positive relationships established. Their boarding experience enhances their personal, social, cultural and educational development and they are making good progress.

Behaviour management systems in place are effective, providing opportunities for young people to reflect and learn when their behaviour falls outside of the schools 'good behaviour' expectations. This has enhanced pupils' sense of achievement, self-esteem and confidence. Sanctions for unwanted behaviour in the school are used to enable individuals to take responsibility, learn and develop an understanding of their actions. However, records held at the school do not take account of the views of the pupils and describe the effectiveness of the sanctions imposed. Incidents of bullying do occur, pupils state that care staff deal with these promptly. There are no incidents of pupils being missing-from-home. However, the school's procedures are not compatible with the Runaway and Missing from Home and Care protocols maintained by the police or the local authority.

The staff team and curriculum in the school ensure that pupils have access to an excellent and varied range of activities. Numerous clubs and sports are readily available and the wide variety offers something for every pupil. Examples of activities available include; swimming, access to an extensive range of outdoor play facilities, clubs within the community, camping and charity fund raising.

Administration of medication is monitored by the matron to ensure it is stored appropriately and that pupils receive the medication they need. Care staff who administer medication out of hours are trained in the safe handling of medication. Records of medication identify that young people are encouraged to sign for their medication as good practise. However; systems in place to administer controlled drugs is conducted by one staff member and not inline with pharmaceutical statutory guidance.

The school ensures all pupils referred for placements are provided with information about the school and are encouraged to visit a number of times prior to a placement being agreed. The school is reviewing systems to ensure a formal review takes place for all pupils following admission as well as annually. Good systems and support processes are in place for pupils due to leave the school. This ensures a smooth and positive transition for all pupils. All pupils are provided with care plans. These are currently under review to ensure each plan is individualised and clearly identify individual's daily living routines, needs, associated risks assessments and realistic and achievable targets. Pupils benefit from regular contact with families members by use of a telephone and home contact plans.

Pupils highly value the structure and routine provided by the school. The care staff are experienced and committed to ensure that pupils' well-being and development is paramount. One pupil commented, ' I like staying here, I want to stay at weekends as well, there is so much to do I am never bored.'

## **Residential pupils' safety**

## **Adequate**

Safeguarding within the school is adequate. The school ensures that pupils are safe through a range of processes, but this is let down by weaknesses within the records of major sanctions, which lacks monitoring of effectiveness and the school's records do not include the views of the pupils following the use of physical intervention and sanctions imposed.

The school gives a high priority to safety to its pupils by ensuring that the physical environment of the boarding provision is safe and secure. All staff receive on-going training in safeguarding. Risk assessment and the management of risk are effective. Health and safety is exceptionally well managed and students and staff are clear about fire evacuation procedures. All activities and environmental features are routinely and robustly assessed. Pupils receive excellent opportunities to try new and challenging activities in a safe and structured way.

Child protection awareness is given a high priority. Senior designated members of staff are responsible for all child protection matters. These individuals are vigilant and conscientious, ensuring close contact is maintained with key agencies including the local safeguarding team. Pupils report that bullying has and does occur but incidents are promptly acted upon when reported. Pupils say they feel safe, secure and are well cared for. They feel valued and respected and are confident that the care staff are supportive. They can also seek support from the independent visitor and school councillor who visits weekly to meet with pupils.

The school have appointed a number of new staff since the last inspection. Robust recruitment practices are established to ensure that all adults who have contact with pupils are subject to all necessary checks prior to employment.

Clear behavioural expectations are in place for all pupils at the school. Pupils say these are fair and reasonable. High standards of behaviour were observed around the school during education hours and in boarding time with pupils showing politeness and respect to adults and peers alike.

Pupils' boarding accommodation is allocated according to individual's age, risk and daily living needs. Bedrooms sizes range from single occupancy to multi occupancy. Individual's personal and treasured possessions are currently stored in the matron's office; the school is looking to re-introduce personal lockable storage facilities for all pupils. A small number of pupils have personalised their room with pictures and toys. All bedrooms have door alarms and listening devices installed. Parents have signed permission slips for these devices to be used. However, these overzealous surveillance systems potentially intrude unnecessarily on young people privacy and are not robustly assessed on risk and individual need. In addition, pupils have daily access to the school's outdoor swimming pool during education and recreational time. The facilities provided for pupils to change are communal and does not offer privacy to young people changing. As a result pupils' privacy is restricted and child protection concerns and incidents are increasing.

### **Leadership and management of the residential provision Adequate**

The leadership and management of the school is adequate. Since the last full inspection conducted in 2012, the school has appointed a new head of care. The senior management team are committed to maintaining and improving standards as a result and to ensure a smooth transition handover, the newly appointed head of care has worked jointly with the retiring head of care since September 2012.

The care team are enthusiastic and embracing the changes being introduced. These include; all pupils having maximum opportunities to develop their independent living skills, new activities and interests being introduced and pupils receiving greater choice during meal times. In addition, new recording systems and care plans are being developed to ensure the daily living needs and routines are identified to enhance the quality of care provided.

Staffing levels within the boarding areas is good, there is always enough experienced staff on duty to ensure that pupils are supported and guided. The staff team receive on-going refresher training, all new staff undertake the Children's Workforce Development Councils induction to enable them to have the skills and knowledge to ensure that pupils' well-being is protected and promoted to a good standard. Care staff say they feel supported and enjoy their weekly meetings with the head of care. Formal supervision has been inconsistent and not in line with the school's policies and procedures. However, records evidence that formal supervision have recently commenced, care staff say they welcome the quality one to one time to raise concerns, review their performance and training needs, discuss relationships and behaviour management of pupils.

Pupils say their views are listened to and acted upon. The school council has ensured that the pupils' views and suggestions are considered and contribute to the school's development. All pupils have an allocated keyworker who provides support and one to one time with individuals. pupils and parents are well informed of how to raise a complaint and concern; these are frequently reviewed and acted upon and referred to the appropriate agencies to ensure pupils are appropriately safeguarded.

Monitoring visits are conducted every half term to review the residential practice. However, these processes lack sufficient rigour in identifying error, and providing an analysis of trends and patterns to bring about improvement in outcomes for pupils. The school has a number of information systems in place relating to children resident at the school. This information is not currently held in a central register.

## What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

## School details

<b>Unique reference number</b>	123920
<b>Social care unique reference number</b>	SC033089
<b>DfE registration number</b>	933/6089

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	
<b>Number of boarders on roll</b>	
<b>Gender of boarders</b>	
<b>Age range of boarders</b>	
<b>Headteacher</b>	Mr T J Kitts
<b>Date of previous boarding inspection</b>	25/06/2012
<b>Telephone number</b>	01963 33234
<b>Email address</b>	office@marchant-holliday.co.uk

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