

Marchant Holliday School

Independent Special School

Inspection Report

| | |
|--------------------------|--------------------|
| DCSF Registration Number | 933/6089 |
| Unique Reference Number | 123920 |
| URN for Social Care | SCO33089 |
| Inspection number | 330393 |
| Inspection dates | 3–4 March 2009 |
| Reporting inspector | Mark Lindfield HMI |
| Social care inspector | Heather Chaplin |

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of boarding was carried out under the Care Standards Act 2000.

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk



Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Care Standards Act 2000 having regard to the National Minimum Standards for Residential Special Schools, in order to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided.

This was a light touch educational inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Marchant Holliday School is an approved independent residential special school in Somerset. Founded in 1952 the school is a registered charity, which provides education and care for 5 - 12 year old boys with social, emotional and behavioural difficulties. All pupils have statements of special educational needs. At the time of the inspection there were 29 pupils, two of whom attend during the day. The school's last education inspection was in February 2006 and the most recent boarding inspection occurred in January 2008.

The school aims to: 'Offer positive learning experiences within a secure and caring environment that will enable boys at the school to develop their full potential for social, emotional, intellectual and physical growth'.

Evaluation of the school

Marchant Holliday School provides a good quality of education and boarding for its pupils. A strong feature is the cohesive whole school approach that both boarding and education make to the provision for pupils' personal development. The school is successful in meeting its aims in providing positive learning experiences and pupils make good progress. The school enjoys good leadership from an effective senior management team. The school has maintained its strengths since the last inspection; it meets all education regulations and all but two of the Minimum Care Standards for boarding.

Quality of education

The quality of curriculum provided is good and enables pupils to make good progress. Care and education staff work together well and the boarding provision makes an outstanding contribution to pupils' personal development. Residential clubs and activities in the extensive school grounds have a significant impact on promoting pupils' confidence and independence. The balanced curriculum places a strong emphasis on improving the basic skills of literacy and numeracy. Provision is supported by suitable planning and documentation. Additional support is provided by behaviour and learning support staff and through counselling and music therapy sessions. The leadership team have a good overview of the curriculum and carefully monitor individual tracking data. By the end of Key Stage 2, pupils achieve well in English, mathematics and science relative to their starting points. The provision meets the needs of individual pupils' statements, which are reviewed annually.

The quality of teaching and assessment is good. A significant strength evident in lessons is the good relationships between staff and pupils and their application of consistently strong behaviour management, although the reward system does not consistently match the learning objectives of the lesson. Staff use questions well to increase pupils understanding and skills. They show good subject knowledge and plan carefully to meet the needs of pupils. Pupils are clear about what they are going to learn in the majority of lessons. Teaching assistants provide strong support, maintaining a consistent approach to behaviour management. The school uses a wide range of assessments well to monitor the curriculum and ensure that it meets the needs of pupils by making suitable adjustments where necessary.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of pupils is good and their behaviour in lessons and around school is good. Pupils are encouraged to assess their own work and behaviour throughout the day. Pupils respond well to the positive role models provided by education and care staff who help them to develop tolerance and an appreciation of others' feelings.

Pupils make a good contribution to the life of the school and are quick to help out and take pride in their duties. The school council's requests for improvements to the grounds and play resources have been approved by governors. Pupils' involvement in decisions over menus and snacks increases their understanding of healthy lifestyles and how decisions are made more widely. Their attendance is good and represents a marked improvement for many from their previous settings.

A good understanding of diversity is evident in the daily life of the school. Pupils make good overall progress in developing the personal qualities that will enable them to transfer to secondary education. They develop their self-esteem and confidence well within the school and boarding settings. This helps to prepare them well for their future adult lives. A number expressed the desire to return as teachers in the future.

Safeguarding pupils' welfare, health and safety

The provision for the pupils' welfare, health and safety is good. The school works closely with relevant agencies to promote the pupils' well-being. The whole school approach to promote the pupils' health, safety and welfare is effective. Care and education staff hold regular meetings to share news about the pupils' progress. Their close collaboration and consistent approach results in the overwhelming majority of pupils reporting that they feel safe and well looked after. Bullying is addressed swiftly in line with a strong and effective anti-bullying policy.

Policies and procedures for the safeguarding of pupils are all in place. The school uses referral information as well as their own initial baseline assessments to establish appropriate education and behaviour support plans. The supervision of pupils and risk assessments are appropriate throughout the school day and during off-site visits. Staff strongly encourage pupils to follow healthy lifestyles, through a balanced diet and regular opportunities for physical exercise. The school has made modifications to the building and resources to ensure good access for pupils with physical disabilities.

Effectiveness of the boarding provision

The quality of boarding at this school is good and all but two of the National Minimum Standards are met. The school demonstrates a strong commitment to further improvement. Three recommendations arising from the previous inspection have been addressed. Care staff and education staff work very well together to support children's learning and behaviour in and out of school time. This holistic approach is a significant strength.

Health care needs are well managed, informed by detailed, regularly updated information from parents. Children can access the Child and Adolescent Mental Health Service (CAMHS) or other external support, if needed. Medicine storage, recording and administration are effective, with a complete audit trail for medicines. All staff have received training in emergency first aid. Shift leaders have completed the more extensive First Aid at Work training, although some qualifications have lapsed.

The standards of accommodation, decoration and maintenance are excellent, the school is spotlessly clean. There has been major investment in improving boarding accommodation to provide well designed bedrooms and lounges. There are adapted bathrooms rooms and lifts to assist children with disabilities. Many children have their own rooms or share with one other child. Excellent washing and toileting facilities ensure privacy is maintained.

Staff receive restraint training. Restraints and serious incidents are well recorded and children are debriefed after such events to help them to understand what went wrong. Complaints are well recorded and supported by an effective monitoring procedure. There are clear procedures for notifying any serious matters to Ofsted and for responding to the rare incidents of absconding. Young people know how to raise a complaint and they are confident that it will be addressed. The independent

visitor helps them with any unresolved concerns. Children receive phone calls from family members in private, but there is no provision for them to make outgoing phone calls without staff agreement and assistance. This is not informed by individual risk assessments, or by signed consent from placing authorities.

This school provides a safe environment, and has a strictly enforced visitor policy. There are plenty of staff on duty at all times, and they are well trained with appropriate qualifications. Children receive a considerable amount of individual support within school from their designated 'special person'. They confirm that there are 'lots of people to talk to here' and that relationships with staff are good. Staff have radios to facilitate communication across site. All bedrooms have an intercom and listening system so that staff may monitor them during the night. All admissions are carefully planned and introductions to the school handled sensitively, including a befriending system for each child. There is regular supervision and support for all staff, including team meetings which incorporate a learning element.

Children wear their own clothing outside school hours, and receive weekly pocket money to spend on outside trips and in the school shop. This helps them to develop independence. There are a large number of activities available every evening, and trips to outdoor activity centres or the cinema are on offer at weekends. Some children attend external clubs.

There are clear policies and procedures in place on every aspect of boarding. The promotion of equality and diversity is good; the equal opportunities statement is implemented effectively. The school works hard to promote cultural awareness, although children's cultural needs, for example ethnicity, are not fully recorded. There is sufficient information on each child provided through their Statement of Special Educational Needs.

The Board of Governors is closely involved in monitoring boarding provision. A member of the Board visits the school frequently, producing one report per term, (instead of twice-termly reports as specified in the National Minimum Standards). Generally recruitment practices are good; some minor areas for improvement in recording were discussed.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

In order to meet the National Minimum Standards for Residential Special Schools and associated regulations the school must:

Staying Safe:

- ensure that children are able to make external phone calls, unless subject to an individual risk assessment and a written statement from the placing

authority that it is not in their best interests to make external calls (NMS 3.5 and 3.6).

Organisation:

- ensure that the Governors' monitoring visits are reported in writing each half term (NMS 33.2).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

School

- ensure learning objectives in lessons are precise and closely linked to reward systems for effort.

Boarding

- identify individual cultural needs of children and incorporate them into care planning
- ensure that all staff receive updated first aid training at appropriate intervals.

Inspection Judgement Recording Form

| | | | |
|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
|-------------|------|--------------|------------|

The quality of education

| | | | | |
|--|--|---|--|--|
| Overall quality of education | | √ | | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | | √ | | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | | √ | | |
| How well pupils make progress in their learning | | √ | | |

Pupils' spiritual, moral, social and cultural development

| | | | | |
|--|--|---|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | | √ | | |
| The behaviour of pupils | | √ | | |

Welfare, health and safety of pupils

| | | | | |
|--|--|---|--|--|
| The overall welfare, health and safety of pupils | | √ | | |
|--|--|---|--|--|

The quality of boarding provision

| | | | | |
|----------------------------------|--|---|--|--|
| Evaluation of boarding provision | | √ | | |
|----------------------------------|--|---|--|--|

School details

| | | | |
|---|--|----------|-----------|
| Name of school | Marchant Holliday School | | |
| DCSF number | 933/6089 | | |
| Unique reference number | 123920 | | |
| Type of school | Residential Special | | |
| Status | Independent | | |
| Date school opened | 1952 | | |
| Age range of pupils | 5-12 | | |
| Gender of pupils | BO | | |
| Number on roll (full-time pupils) | Boys: 29 | Girls: 0 | Total: 29 |
| Number of boarders | Boys: 29 | Girls: 0 | Total: 29 |
| Number of pupils with a statement of special educational need | Boys: 29 | Girls: 0 | Total: 29 |
| Number of pupils who are looked after | Boys: 3 | Girls: 0 | Total: 3 |
| Annual fees (day pupils) | £25,659 | | |
| Annual fees (boarders) | £58,575 | | |
| Address of school | North Cheriton Templecombe Somerset BA8 0AH | | |
| Telephone number | 01963 33234 | | |
| Fax number | 01963 33432 | | |
| Email address | terry.kitts@marchant-holliday.co.uk | | |
| Headteacher | Terry Kitts | | |
| Proprietor | Michael Beaumont | | |
| Reporting inspector | Mark Lindfield HMI | | |
| Dates of inspection | 3–4 March 2009 | | |