

St Leonards

School Care Accommodation Service

South Street
St. Andrews
KY16 9QJ

Telephone: 01334 472126

Type of inspection:

Announced (short notice)

Completed on:

12 November 2019

Service provided by:

St. Leonards

Service provider number:

SP2006008241

Service no:

CS2006118000

About the service

The service has been registered since 1 April 2005.

St Leonards is a co-educational, independent school which provides boarding accommodation for pupils aged 10 to 19 years. It is located in St Andrews. Boarders are accommodated in two single sex boarding houses and one co-educational boarding house.

On its website, the school describes itself as follows:

St Leonards is one of the UK's leading independent schools. From our beautiful campus in the inspiring University town of St Andrews, we offer boarding and day education for boys and girls aged 5-18. Featuring Scotland's only International Baccalaureate Sixth Form, St Leonards gives pupils an internationally recognised qualification for life.

The service's conditions of registration state:

1. The care service may provide a school care accommodation service to a maximum of 171 children aged 10 years to 19 years.
2. The care service will be provided during the school terms.
3. The school care accommodation will be provided from three residential bases:
 - St Rule will provide accommodation to a maximum of 48 children.
 - Bishopshall will provide accommodation to a maximum of 71.
 - Ollernshaw will provide accommodation to a maximum of 52.
4. To comply with the current staffing schedules attached, dated 31 May 2010, which must be displayed together with the certificate.

What people told us

During our inspection visits we spoke with pupils from all levels of the school who used the boarding accommodation. We saw that a large proportion of boarding pupils came from other countries. We heard from most pupils that they felt safe and comfortable within the boarding houses. However, some pupils, whilst they did not feel unsafe, said that there were times when they had felt less comfortable with a particular experience in their boarding house. Pupils described good relationships with each other and told us about friendships they had developed as boarders. Some pupils had been boarders for some time, while others were new and had only been at the school for a short time. They described being made to feel welcome in the boarding houses and told us they got on well with most of the staff.

Individual comments included:

"We like being able to have breakfast in the house on a Saturday now."

"Food choice in the dining room does not take account of different cultures within the boarding houses. We would like a choice of bread."

"There is no ham or cheese at breakfast. Options are not always healthy."

"The new housemistress (in Bishopshall) has made a big difference to the house. It's like chalk and cheese compared to last year. Last year was horrible, it's much better now."

"We have raised a concern three times now, including with a governor, and do not think anything has been done."

"It is good that you can't share a room with someone from your own country because it helps with improving our English."

"Sometimes clothes get lost or stolen in the laundry."

"The medical staff are nice, but some of us don't like being given paracetamol for everything. We would like alternative (homely remedies)."

We emailed parents for their views of the care of their children at St Leonards and the responses we received were generally positive, and described a quality of experience which left both parents and children feeling happy.

We were told that parents were able to speak to staff about a range of issues and were kept up to date about any concerns. We were also told that parents were welcomed into the boarding houses anytime they wished to visit. A few parents felt that supervision of homework and study time could be improved, but acknowledged that the pupils generally preferred being able to work in their own study bedrooms.

Self assessment

The Care Inspectorate is not requesting submission of self assessments at this time.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	2 - Weak

Quality of care and support

Findings from the inspection

Across the boarding houses we saw happy pupils, most of whom had developed good relationships with house staff who knew them very well. We heard about and observed a sense of community in each of the boarding houses and pupils had a sense of belonging to their house.

Staff and pupils generally shared a high level of trust and respect. Older pupils were seen to be supported to develop autonomy and independence skills. Cultural influences were appreciated and sharing language skills has

supported those who were struggling to get used to routines. Diversity was celebrated and pupils felt comfortable about their differences. Recent staff changes in one of the houses had resulted in positively influencing the ethos of the house and the quality of relationships there.

A range of measures to meet health needs were facilitated and overseen by staff from the medical centre. An external professional with a background in supporting mental health was available to provide support to some pupils. The school has identified that there is a need to further support the identification of mental health issues and provide access to a range of counselling and support services. We will assess the development and benefits of this at our next inspection.

At the last inspection the service had begun developing a system of care planning in order to fully meet the needs of pupils who require support. We saw very limited progress regarding care planning at this inspection. Staff must be able to access a clear framework which they can consistently use to identify specific needs which individual pupils have. This framework must then be used by staff to identify clear strategies to meet these needs. The plan must be agreed with the pupil and their parents, and be routinely reviewed to ensure it remains appropriate and effective. Such a support plan should only remain in place for as long as it is required.

We saw that the 'wellbeing web' was being used with some pupils using the SHANARRI indicators identified in the government strategy 'Getting it Right for Every Child' (GIRFEC). This could be used more effectively to help pupils identify aspects of their daily lives which they wish to change and improve, and form a baseline assessment to identify pupils with additional support needs. The wellbeing web can also be used to identify progress, or when changes to strategy are needed.

We noted from evidence found during the inspection that staffing levels had not always been clearly recorded for trips away from the school campus. Senior staff had been unsure of which staff were in attendance to ensure the safe supervision of pupils on trips. Robust risk assessments should be carried out for events such as camping trips and these should be properly shared with all staff involved and those overseeing the events. The risk assessment process should take into account the skills and experience of staff and be clearly agreed with relevant senior managers.

Some pupils told us about their dissatisfaction where pupils express concerns about aspects of boarding life, these should be taken seriously, robustly investigated and responded to appropriately.

Requirements

Number of requirements: 3

1. The provider must put in place a system to assess the needs of pupils. They must use this assessment to form the basis of suitable care plans for individual pupils who have identified care need. The plan must be discussed and agreed with the pupil and their parents or carers and be overseen by an appropriately skilled member of staff. The plan must be properly shared with all staff who will be responsible for the safety and wellbeing of the pupil across the service and must be reviewed at regular intervals. The plan must remain in place for as long as it is relevant to the care of the pupil.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 Regulation 4(1)(a). Children's welfare - a regulation to ensure proper provision for the health, welfare and safety of children.

2. The provider must properly develop and use a risk assessment system to ensure that all events where pupils are accommodated away from the school campus are appropriately staffed and that accommodation provided fully meets the needs of all pupils and staff.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 Regulation 4(1)(a). Children's welfare - a regulation to ensure proper provision for the health, welfare and safety of children.

3. The provider must develop processes whereby pupils concerns can be consistently heard and taken seriously. All concerns must be properly investigated and responded to appropriately.

This is to comply with The Social care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 Regulation 4(1)(a). Children's welfare - a regulation to ensure proper provision for the health, welfare and safety of children

Recommendations

Number of recommendations: 0

Grade: 3 - adequate

Quality of environment

Findings from the inspection

Since our last inspection the boarding houses had been subject to refurbishment work which had improved the physical environment. Study bedrooms had been redecorated and new furniture had been put in place. Storage space for personal possessions, including clothes and items for different activities and sports, had been improved. There was also lockable space for valuable and personal belongings in most of the bedrooms.

Communal areas had been refurbished and this had greatly improved the areas used for socialising and group activities. Pupils were now more likely to use these spaces for spending time together, which had contributed to the boarding houses having a warmer, more nurturing feel. We saw that social areas were routinely used by friends to share experiences and be involved in group activities and events.

The communal areas included kitchen facilities which pupils could use to cook meals and snacks. This had led to some pupils developing skills and sharing ideas and influences from their own cultural and ethnic background.

The boarding houses all have secure access points to maintain a safe environment and staff monitor visitors to the houses. An extensive range of health and safety checks were routinely carried out to ensure the overall safety of pupils. This included fire safety checks and checks of electrical equipment, as well as food storage safety checks.

The campus had a very good range of facilities which pupils could access including sports, music, art and other types of skills and interests. These resources were well used by pupils, who enjoyed the range of opportunities and experiences available to them.

Pupils told us they liked the proximity of the boarding accommodation to the town of St Andrews as this allowed them to socialise with friends, access shops and different forms of entertainment.

At the last inspection we asked the school to consider how they could make changes to the way in which day pupils access the boarding houses. Whilst they had made some changes, we found that the use of social spaces by day pupils, particularly in Bishopshall, had negatively impacted on the development of a homely environment and therefore the experience of boarding pupils. We appreciated the need to integrate day and boarding pupils, and indeed we saw many positive relationships between boarding and day pupils, however we asked managers to further consider how day pupils could be accommodated whilst reducing impact on boarders experiences.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

There had been changes to the staff providing care to boarding pupils, and the feedback we received consistently from pupils indicated that this had been positive across the boarding houses. For example, we were told that in the boarding houses pupils felt that there was now a less strict ethos and this had meant pupils felt more comfortable and that the level of trust had improved. Pupils across the boarding campus spoke warmly about many of the staff who looked after them and said they had adults in their house they could approach for advice or support if they needed it. We saw that staff were respectful to each other and provided good role models for pupils. Staff consistently spoke about developing their role to enable pupils from different cultures and countries to feel welcome and happy in the boarding environment.

Staff told us they had access to training opportunities regarding their role in the boarding house. Regular in-service events were held to provide updates on responsibility for keeping pupils safe and comfortable in the school campus. Staff had also had access to a range of training regarding recreational activities which they could provide for pupils. As a result, pupils were introduced to a wider range of recreational activities which broadened their experiences.

The system for safe recruitment was assessed and was seen to be appropriate with relevant checks and processes being followed. Some minor issues were discussed with the head of Human Resources and we are confident that these will be addressed.

Information was routinely shared at staff changeover and daily records were kept. We saw that staff shared information to ensure that they were aware of any changes to routines for individual pupils or any special events or visitors. Staff communicated well with pupils, including times when pupils were off campus on activities or

spending time with friends. House staff also kept in touch with staff in other houses so that any cross-campus issues could be dealt with.

Appraisals were conducted annually with housemasters to examine their role and look at any potential training and development needs. Those in charge of the individual houses also met with residential tutors to discuss their work and its effectiveness. At feedback we discussed potential benefits of a formal supervision process which could allow tutors and resident staff to identify potential ways of developing their role and skills.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of management and leadership

Findings from the inspection

A management structure was in place which was headed by the school council and we saw that the entire management team were committed to the success of pupils and had a vision for the progression of the school.

Some aspects of management quality assurance are delegated to appropriate departments, such as Human Resources, Estates and the Medical Centre.

The board of governors, known as the school council, met regularly and there had been some changes to membership since the last inspection. A council member had been identified to have oversight of child protection and this was a developing role. We saw however, that there were issues in the quality and content of communication between senior managers and the council regarding some important issues. The council had not always fully briefed and this had impacted on their ability to have a clear overview and influence in respect of some issues. The council needs to be fully aware of their roles and responsibilities and systems need to be put in place to ensure that they are fully informed of significant events and decision making so that they can fulfil their responsibilities for governance as the providers of the service.

Overall, the organisation must develop a more comprehensive system which is structured and systematic and which detail how aspects of boarding will be assessed and improved. This should include care planning, gathering the views of pupils and regular visits to the boarding houses.

We made a requirement after visiting the school on 16 September 2019 in response to identified incidents which had taken place. The service responded to this requirement but it was not fully met. The service now needs to develop a system where staff can formally raise concerns to the appropriate manager and to appropriate council members who will be able to carry out robust inquiries and take clear, planned actions. The provider must ensure that such inquiries and actions are carried out by those with appropriate qualifications and experience. This requirement has not been fully met as there was no clear evidence of the outcome of the review of policies and procedures and a clear action plan had yet to be submitted.

There had been a failure to recognise pupils views over a significant period of time regarding a concern which was later investigated. The role of the council in overseeing the quality of boarding life for pupils must be clarified and developed to ensure that there is a clear understanding of all the needs of boarding pupils and how they can best be met.

The management team must take steps to ensure that all staff are fully aware of all school policies and procedures, including whistleblowing, child protection expectations regarding the conduct of all staff involved in the lives of the boarding pupils. These policies and procedures must be routinely updated and overseen by relevant council members.

Requirements

Number of requirements: 3

1. The School Council, as the provider of the service, must ensure that they are provided with clear information about incidents which affect the wellbeing of boarding pupils, and that Council members have a means to develop routine oversight of the operation of the boarding houses. They must develop a comprehensive, structured and systematic procedure which details how aspects of boarding will be assessed and improved. This must include care planning, gathering the views of pupils and ensuring that Council members have a means to develop routine oversight of the operation of the boarding houses.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 Regulation 4(1)(a). Welfare of users- a regulation to ensure proper provision for the health, welfare and safety of service users.

2. The provider must ensure that the senior management team takes action to ensure that all staff are fully aware of all school policies and procedures including whistleblowing, child protection and staff conduct. All these policies and procedures must be regularly and routinely updated and this must be overseen by the School Council.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 Regulation 4(1)(a). Welfare of users - a regulation to ensure proper provision for the health, welfare and safety of service users.

3. The provider must ensure that all staff, including senior managers, are sufficiently trained and knowledgeable in child protection and safeguarding. The provider must demonstrate that they are satisfied that any child protection or safeguarding issues will be identified as such and competently addressed.

In order to achieve this they must carry out of review of staff training and competency in these areas and put a development plan in place to address any identified training needs.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 Regulation 4(1)(a) Welfare of users : make proper provision for the health, welfare and safety of service users.

Recommendations

Number of recommendations: 0

Grade: 2 – weak

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

Requirement 1

The provider must carry out enquiries in relation to specific concerns raised by young people in Bishopshall regarding privacy and dignity. This should include (although not limited to):

- * views of young people
- * views of staff
- * review of appropriate policies and procedures.

The provider must provide the Care Inspectorate with a written report detailing the enquiries made, the findings and a detailed action plan addressing any action or improvements to be made.

This requirement was made on 17 September 2019.

Action taken on previous requirement

The service had carried out some investigations and gathered information about an event. The investigation should be completed to ensure that a clear plan is developed and put in place with regard to identified outcomes.

Not met

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
23 Mar 2017	Announced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
13 Mar 2014	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 5 - Very good Management and leadership 6 - Excellent
8 Mar 2012	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
27 Sep 2010	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing Not assessed Management and leadership Not assessed
10 Mar 2009	Unannounced	Care and support Not assessed Environment Not assessed Staffing 4 - Good Management and leadership 5 - Very good

Date	Type	Gradings	
17 Oct 2008	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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