

# Care service inspection report

Full inspection

## Cargilfield School School Care Accommodation Service

45 Gamekeeper's Road  
Edinburgh



HAPPY TO TRANSLATE

Service provided by: Cargilfield School

Service provider number: SP2003003571

Care service number: CS2006117936

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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## Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

|                                      |   |           |
|--------------------------------------|---|-----------|
| Quality of care and support          | 5 | Very Good |
| Quality of environment               | 5 | Very Good |
| Quality of staffing                  |   | N/A       |
| Quality of management and leadership |   | N/A       |

### What the service does well

The school consulted well with children and parents. They had developed a range of ways to keep parents informed.

In the main, pupils were very happy and enjoyed many successes and achievements.

The ethos of the school reflected positive values such as being kind and respectful towards one another.

### What the service could do better

The school should continue to embed support planning based on the principles of Getting It Right For Every Child.

The school should consider how they could offer more privacy within boarding, particularly for senior boarders.

### What the service has done since the last inspection

Boarders were given preference in choosing many activities.

The school had looked for ways to enhance the boarding experience and many more children were taking up the opportunity to board.

### Conclusion

The children at Cargilfield said that they felt safe and happy in boarding. They told us that they looked after each other and everyone was encouraged to be kind.

The school continued to offer a high quality experience of boarding to children.

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Cargilfield School is a co-educational Prep School, situated in the Western suburbs of Edinburgh. The service is registered to provide a school care accommodation service to a maximum of 60 pupils at any one time.

According to the Cargilfield website:

"Cargilfield offers a unique approach to boarding and occasional sleep-overs through its flexi-boarding, weekly and two-weekly boarding options. These are available to all boys and girls from the age of eight. It offers pupils the chance to take their first steps towards independence in a familiar, secure, yet very stimulating environment.

The emphasis is on children having fun among friends while learning to participate fully in the community life of the school. They have a unique opportunity to extend their learning, social and recreational experiences through the rich programme of activities that take place every evening."

## Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

## Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of care and support - Grade 5 - Very Good**

**Quality of environment - Grade 5 - Very Good**

**Quality of staffing - N/A**

**Quality of management and leadership - N/A**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website

[www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

We wrote this report following an unannounced inspection that took place on 28 April and 24 May 2016. We gave feedback to the Head of school by telephone on 27 May 2016.

As requested by us, the provider of the service sent us an annual return. They also sent us a completed self assessment.

During this inspection we asked the service to show us evidence to support their self assessment. We looked at records:

- support plans and young people's files
- participation materials
- meeting minutes
- incident records
- audit processes
- a variety of policies and procedures

We also looked at the premises used by boarders

Shortly before the inspection we sent 15 Care Standard Questionnaires to be given to the children who use the service. We received 13 completed questionnaires. We also asked the children to complete a survey monkey.

During the inspection we had discussion with the headmaster, the matron, the assistant matron and the bursar. We met many more staff. We had discussion with 10 children individually and met with two groups of three children.



We took all of the above evidence into consideration when writing this report. We also took into account the Public Services Reform (Scotland) Act 2010 and associated Statutory Instruments, the National Care Standards for care homes for children and young people, and the Scottish Social Services Council (SSSC) Codes of Practice for Social Service Workers and Employers.

### **Grading the service against quality themes and statements**

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

### **Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firescotland.gov.uk](http://www.firescotland.gov.uk)

## The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a completed self assessment document from the service provider. The self assessment identified the strengths of the service. The grades the service awarded themselves reflected what we found at inspection.

## Taking the views of people using the care service into account

Before the inspection we sent out 15 Care Standard Questionnaires (CSQs) to be given to the children. We received 13 completed CSQs. In response to the statement 'Overall I am happy with the quality of care I get here' eight children indicated that they agreed, four strongly agreed and one strongly disagreed. We spoke with children throughout the inspection and could not find any children who said they were unhappy or did not want to stay at Cargilfield.

## Taking carers' views into account

Carers include parents, guardians, relatives, friends and advocates. They do not include care staff. We did not receive any views from carers at this inspection.

### 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

#### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

##### Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

##### Service strengths

We chose this quality because we wanted to find out if the children at Cargilfield were getting the opportunities they need to achieve their goals.

The service was performing to a very good standard for this statement. The following strengths were evidenced on the inspection.

We saw that the children had positive relationships with staff. We observed a busy environment where children and staff interacted naturally and usually in a relaxed and confident way. The children told us that there was always an adult around who they could talk to.

The school had developed golden rules with the children. They reflected strongly on the need to be kind to one another. Children were reminded of these principles in everything they did.

We observed the routines of the day and saw that children were fully involved in making choices about the activities they took part in. Cargilfield offered a wide range of activities in their free time, both in the evenings and at weekends. This allowed children to develop a wide range of interests and preferences. New activities were offered following suggestions from boarders' questionnaires or parental suggestions and these were updated on a termly basis. We heard that all clubs are voluntary and children were encouraged to find something which interests them. Given the very wide range on offer children told us that there was always something to take part in which interested them.

Whilst there were some children who were boarding full time at Cargilfield there were others who chose to board occasionally or on specific days each week. In addition boarding weekends offered the opportunity for children to try boarding to see if it was right for them. We saw that the evening clubs, boarding weekend activities and summer camp offered a taste of boarding culture to those who do not board regularly.

We saw that children were encouraged to develop their own identity. Children brought items from home such as soft toys, posters, pictures posters and bedding. During the school day children wear school uniform, however in free time they made personal choices about the clothes they liked to wear. This helped them to develop individuality and helped to define school time from free time.

In discussion staff clearly identified the skills and attributes of the children they cared for. They knew the children well and were ambitious for them to make progress in their lives. Children demonstrated achievement in areas such as drama, music and sport and also had the chance to be part of the organisation of the school by being a prefect, a division leader or a helper in a particular area. Staff were keen to take part in activities alongside children and offered support and praise to help boost their confidence and self esteem.

Teachers offered children additional academic learning outwith school time. Children could choose to attend extra mathematics, Latin, geography, history and French if they needed some additional help or were preparing for academic scholarship.

The children told us that the rules and expectations at Cargilfield were sensible and fair. They were very clear about expectations regarding behaviour and consequences to actions. Positive responses to good behaviour included 'good mark cards' where children could earn points for their 'Division' and achieve awards. Sanctions were appropriate to the age and stage of the children, for example early bedtimes.

Academic progress was central to life at Cargilfield and children were supported to achieve their academic potential. All children had access to learning support and academic progress was reviewed with parents on a half-termly basis. This meant that parents could be confident that they knew when their child needed support and how that would be achieved. We chose this quality because we wanted to find out if the children at Cargilfield were getting the opportunities they need to achieve their goals.

### Areas for improvement

Managers should continue to monitor and maintain the very good standard of quality shown at this inspection. They should ensure they continue to identify areas of improvement and implement action plans to address these.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

“We ensure that service users' health and wellbeing needs are met.”

#### Service strengths

This statement was examined as the health and wellbeing of children and young people in residential settings is integral to achieving overall good outcomes for them. In 2016-17, all services are being inspected against this statement.

The service was performing to a very good standard for this statement. The following strengths were evidenced on the inspection.

All of the staff we consulted spoke confidently about their role in supporting the health and wellbeing of the children. They had a good understanding of the needs of the children and how they could support them in establishing relationships, building self esteem and achieving a healthy lifestyle.

From records and from conversations with children and staff, we saw that there were clear examples of the service working in collaboration with other agencies and professionals to secure good outcomes for children. Individual staff were able to describe situations where they had developed specific ways of helping children to cope with health issues and concerns.

The school had an assessment process which identified those children who need additional support. For those children care plans had been developed which identified specific support needs and strategies to meet those needs. We saw that, in the main, care plans reflected the Getting It Right For Every Child (GIRFEC) model. GIRFEC is a Scottish Government Policy that sets out what agencies and practitioners need to do to come together and work with children, young people and their carers/families. Within the GIRFEC model are well being indicators called SHANARRI (Safe, Healthy, Active, Nurtured, Accepted, Respected, Responsible, Included).

The school had based the care plans on the SHANARRI wellbeing indicators which ensured that the work of the staff was generally focussed on maintaining improvements and good outcomes for children.

Systems were in place to acquire, store and administer any medication needed by individual children. The system was effective and staff were aware of how to use it. The senior matron was responsible for carrying out regular audits to ensure that it was accurate and safe. Where young people had a specific need, staff received appropriate training in order to care appropriately for that child.

We were confident from examining records and through discussion with staff that where specific health issues were identified prior to admission, efforts were made to ensure that the service was able to gather all of the information it required.

The staff had carried out some training in mental health awareness. The care staff we spoke with were aware of the indicators identifying mental health issues. The school had identified this area as a target for learning for the next year.

### Areas for improvement

The school should embed the GIRFEC model and ensure that all staff are fully aware of the expectations in relation to GIRFEC.

The service had identified that they will have an increased focus on mental wellbeing in the coming year.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 2

"We make sure that the environment is safe and service users are protected."

#### Service strengths

We chose this statement because we wanted to find out if the environment was suitable for the young people, and that they were safe and protected there. We found that very good arrangements were in place to keep children safe and protected.

Some of the evidence we considered included:

- Entry to the premises was secure. Visitors were asked for identification and to sign in and out, which meant that staff knew who was in the building and could track who had visited if necessary
- Staff had built positive relationships with the children. They knew their individual likes, dislikes and personalities. This helped them support the children and helping them to make positive choices
- We found that staff knew what they should do if they had any concerns about a child's wellbeing. They had been given training on Child Protection and this was regularly updated. Staff knew the procedures they should follow, and where to find guidance or support if they needed it. Staff had a good understanding about their role in helping children to stay safe, and understood their responsibilities for child protection
- We saw records which confirmed that Fire Safety and Legionella checks had been carried out regularly
- We found that appropriate policies and procedures were in place and showed evidence of update.

#### Areas for improvement

Some of the children identified in the Care Standard Questionnaire and the Survey Monkey that they would like more privacy. During the inspection we found that this was in relation to the girls shower room. The school were already aware of this and were taking action to address the issue.



The school should explore how they could offer more privacy for children, particularly senior pupils.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

#### Service strengths

We found this service was performing to a very good standard in the areas covered by this statement.

The accommodation was equipped and decorated to a high standard. It was comfortable and attractive and a plan was in place to continually upgrade and improve the houses. All of the staff tried very hard to create a homely environment for the children.

As already stated, children were involved in influencing the environment. This meant that they had an investment in maintain the houses and keeping them looking nice. There was an established culture of taking care of the surroundings. Broken items were quickly replaced and maintenance was of a high standard.

Each child had their own identified space within dormitories. Most had chosen to personalise their space with posters and photographs. Children said that others were respectful of their space and that their personal possessions were safe. Bedrooms were comfortable and children had things which they needed, such as a comfy couch, books and magazines.

There were enough communal rooms to allow children to meet together if they wished and also to have privacy when they needed it.

The staff encouraged children to make full use of the expansive grounds. Young people enjoyed a wide variety of sporting activities. They also enjoyed days in the sunshine having barbeques and picnics. All of this contributed to positive feelings of wellbeing and improved general fitness.

Staff actively encouraged children to treat each other with respect and we saw that staff handled disagreements sensitively. Children told us that Cargilfield was a safe place to stay.

All aspects of safety such as security and fire safety were managed effectively.

### **Areas for improvement**

Managers should continue to monitor and maintain the very good standard of quality shown at this inspection. They should ensure they continue to identify areas of improvement and implement action plans to address these.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Quality theme not assessed

## Quality Theme 4: Quality of Management and Leadership

Quality theme not assessed

### 4 What the service has done to meet any requirements we made at our last inspection

#### Previous requirements

1. The service must ensure that all staff are aware of and follow reporting procedures in relation to Child Protection issues. This is in order to comply with SSI 110 (2011) regulation 4(1)(a) - a regulation that the provider must make proper provision for the health, welfare and safety of service users. National Care Standards for School Care Accommodation Services, Standard 3: Care and protection

This requirement was made on 31 July 2013

We discussed child protection procedures with the child protection coordinator. We found evidence that procedures had been followed. In discussion with staff we found that they were aware of the actions they should take if they had child protection concerns.

Met - Within Timescales

### 5 What the service has done to meet any recommendations we made at our last inspection

#### Previous recommendations

There are no outstanding recommendations.

### 6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

## 7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

## 8 Additional Information

There is no additional information.

## 9 Inspection and grading history

| Date        | Type        | Gradings   |  |
|-------------|-------------|--|--|
| 31 Jul 2013 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and Leadership | 5 - Very Good<br>5 - Very Good<br>5 - Very Good<br>5 - Very Good |
| 31 Jan 2011 | Announced   | Care and support<br>Environment<br>Staffing<br>Management and Leadership | 6 - Excellent<br>Not Assessed<br>Not Assessed<br>Not Assessed    |
| 24 Feb 2009 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and Leadership | Not Assessed<br>Not Assessed<br>5 - Very Good<br>5 - Very Good   |
| 3 Oct 2008  | Announced   | Care and support<br>Environment<br>Staffing<br>Management and Leadership | 5 - Very Good<br>5 - Very Good<br>5 - Very Good<br>5 - Very Good |

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