



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Lindsworth School**

**Monyhull Hall Road  
Kings Norton  
Birmingham  
West Midlands  
B30 3QA**

*Lead Inspector*  
Andrew Hewston

*Unannounced Inspection*  
9th January 2007      09:00

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

<b>Reader Information</b>	
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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](http://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](http://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

<b>Name of school</b>	Lindsworth School
<b>Address</b>	Monyhull Hall Road Kings Norton Birmingham West Midlands B30 3QA
<b>Telephone number</b>	0121 693 5363
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Social Care and Health
<b>Name of Head</b>	Mr F Kelly
<b>Name of Head of Care</b>	Mr George Smith
<b>Age range of residential pupils</b>	
<b>Date of last welfare inspection</b>	

### **Brief Description of the School:**

Lindsworth is a special school providing day, extended day and residential places. It provides up to 14 residential places if two bedrooms are shared, or twelve places if all bedrooms are single. Residential pupils board at the school for only four nights a week, Monday to Thursday inclusive. At the time of the inspection all the residential pupils were boys, and there were seven being accommodated. All the pupils have a Statement of Special Educational Needs and their predominant difficulties are social, emotional and behavioural [SEBD]. The school operates on two sites, but the residential provision is wholly on only one of these, the Lindsworth 'South' site, in Kings Norton, Birmingham.

# **SUMMARY**

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

The inspection took 2 day at Lindsworth School. During this the inspectors talked to staff and young people as well as looking at what had been written in young peoples files. The inspectors also looked at the different ways that records were kept in Home 2 and the school. The staff in Home 2 knew that the inspection was going to happen.

## **What the school does well:**

The school have plans to make sure that young peoples health is looked after as well as plans for making sure young peoples behaviour is dealt with. The school has a nurse that is available most of the time.

The Head of Cared and staff in home two have had training in looking after children if they are unhappy about things that had happened to them. The school has a good system for making sure that young people can tell staff about bullying.

The school makes sure that all of the people working in the school have been checked properly.

Care staff are good at knowing about the young people, such as their likes and dislikes and when problems may happen.

The teachers and the staff in the home make sure that important information is shared between them.

The bedrooms and downstairs in home 2 are looked after by the staff and young people well.

## **What has improved since the last inspection?**

Staff have had more training in 1<sup>st</sup> aid. The school has a better record of when someone is unhappy and makes a complaint.

Staff are better at writing down when restraints happen and making sure that these are recorded in the right place.

The school is more secure, with better lighting and CCTV.

## **What they could do better:**

The school needs to make sure that young people can use a phone without having to ask staff for it. Staff needs to make sure that if a young person has a sanction it is written down properly and that minder meetings happen and are written down.

The windows in Home 2 need to be changed to make them safer.

Staff in the home need to meet with senior staff to talk about the work that they are doing and how this could improve.

The senior staff need to check that all the records in the school are written properly.

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

The report of this inspection is available from [enquiries@csi.gsi.gov.uk](mailto:enquiries@csi.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

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# 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)

## The Commission considers Standard 14 the key standard to be inspected.

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

14

Quality in this outcome area is adequate (**excellent, good, adequate or poor**).

This Judgement has been made using available evidence including a visit to this service.

The majority of medication records were appropriate and staff helped to assess and support differing young peoples health needs. Issues regarding full administration records being available for inspection remain.

## EVIDENCE:

Medication administration records (MAR) were not fully available for inspection with only the current months MAR charts within the young peoples files. The inspector discussed this issue with the school nurse who stated that these would be moved from the NHS files held by the school nurse into their individual files. The MAR charts available within the young peoples files had been completed appropriately in the majority of cases although some did not include the amount of available medication that had been transferred from the previous month. The nurse stated that improvements had been made in the way that medication had been administered and that additional training had also been given.

The inspector discussed with the school nurse the suggestion of a controlled drugs register and for double signatures when administering such medication to ensure good practice.

Each child had a health plan as part of their placement plan. These were assessed as being basic although covered the required areas of the Standard. One risk assessment within a young persons file contained a difference in administered medication to that stated within the health plan, although staff

were able to discuss ongoing communications between the school, mother and prescribing professional in an attempt to clarify this situation.

All staff had received basic first aid training and young peoples basic health needs were seen to be assessed and met by the school nurse who is available within school during the school day. The schools accident log / first aid book was not found to be fully data compliant.

The school had good links with specialist medical services including those areas as specified within the Standard, these included a qualified psychologist being available on the school site for referrals.

## 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)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

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

3,4,5,6,7,8,10,26,27

Quality in this outcome area is **good (excellent, good, adequate or poor).**

This Judgement has been made using available evidence including a visit to this service.

Systems were in place to ensure that young people were safe within the residential provision. Plans were in place to ensure that this situation will continue to improve. Recordings of sanctions were available although need to be developed within the format as stated by the Standard.

## **EVIDENCE:**

Each young person had their own bedroom and ensuite facilities, ensuring that their privacy was ensured regarding washing. Records were kept securely within the homes office. The unit has a room that had been used for visits with parents, although this was not currently in use, and was being used more as a store room. The inspector suggested that this meeting room resource be returned to. Staff were able to state that when parents and carers had visited young people, that they had been able to use areas such as the games room, although this did occasionally have an effect on the other young people accessing these areas.

The residential young people shared the downstairs of the unit with children who attended the school on a daily basis. Some staff stated that this had caused some difficulties, although none of the young people spoken to suggested that this situation was detrimental to their staying at the school. Day attendees were made aware that the upstairs area was out of bounds. The school continues to refuse to ensure that there is a telephone available for young people in private and being able to be accessed without staff permission. The schools management stated to the inspector that the majority of young people have mobile phones and were able to use the units cordless telephone if they wished to make a call. The question of security of the telephone was also raised. The inspector suggested that the management review this stand point to ensure the young peoples' right to free access to a landline telephone.

Since the last inspection a complaints record had been established and records were observed showing how the school had responded to young peoples unhappiness about specific issues. Young people were aware of differing adults that they could talk to to discuss complaints.

The schools' Head of Care is the designated person for child protection and a qualified social worker. He has a very good working knowledge of child protection, and was able to discuss positive and consultative relationships with both the Local Education Authority child protection team and some members of the Social Care and Health child protection teams.

The Head of Care is responsible for the recording of child protection issues within the school, through consultation with the Head teacher. Recordings were seen to be computer based with only the Head of Care and the Head teacher being able to access these records. The inspectors were able to view these records which had been updated since the last inspection and included clearer evidence of responses to concerns that had been reported.

The schools' policy relating to child protection was appropriate.

All staff interviewed showed a basic knowledge of the non-questioning ethos of child protection, and were aware of the need to report instances of concern or abuse to the Head of Care.

The school nurse had in the past, had an involvement with child protection referrals. There was a positive professional relationship noted between the nurse and the school in such matters.

The school has a good policy in relation to anti-bullying. Staff and pupils were aware of the system within school and residential unit to report any concerns regarding bullying behaviour. The system also allows for young people to report incidents of bullying behaviour on an anonymous basis within designated boxes around the school or to staff. This system is reported in a simplistic form within the children's guide for the residential unit. Records relating to bullying were kept and consultation with both the bully and the victim were reported to take place. There were specific systems in place within the school contract system to allow for bullying behaviour to be closely monitored.

Some of the young people spoken to stated that responses given by staff with relation to bullying occasionally varied depending on which staff was spoken to and how busy they were at the time. No young people reported concerns to the inspector that needed to be discussed with staff.

The Head of Care had notified CSCI with relation to events and concerns regarding the residential young people since the last inspection. No further events were assessed as being necessary to be reported. The Head of Care needs to develop a clearer recording system with regard to these notifications including how these were resolved or responded to.

The school had an appropriate absence without authority policy and staff were aware of the expectations when this occurred. Risk assessments for high risk absconders had been completed although these were basic. The home has a log of those young people who had absconded although this did not state the dates and circumstances of their return.

The schools behaviour management policy was seen to be in place and recordings showed that staff had a greater awareness of the policy and its systems than at the last inspection.

The system for recording physical interventions is through a bound whole school log book, additional recording sheets and the need for the Head of Care to examine and sign these prior to their inclusion within the young peoples files. This system appeared to work with only minor anomalies being found during the inspection. All staff had received training in additional measures of control and a number of staff had also been trained in becoming trainers for the PRIME course. This system for additional measures of control was not registered with the British Institute for Learning Disabilities.

The recording of sanctions is within the Antecedence Behaviour and Consequence log, this includes the use of the 'quiet room' as a result of the schools behaviour management structure as well as staffs response to young

peoples behaviours. These sanctions recordings were assessed as being basic and did not include those areas as required by the Standard. All physical interventions were in line with s550A of the Education Act and no inappropriate sanctions were either recorded or observed during the inspection.

Health and safety records showed that appropriate checks had been completed on gas and electrical equipment within the home. Some disinfection had been completed on the shower heads within the unit although no further evidence was available to show that legionella testing or whole unit disinfection had taken place.

Fridge and freezer temperatures were checked on a daily basis.

The school had recently been visited by the fire department although a report for this visit was not available. A record was available of when lighting and alarm checks had taken place, although this was not clear as to how tests had been completed and the inspector suggests that the number of the alarm activation points be recorded to ensure that all such points are working. No drills were recorded for the residential unit since June 2004 despite the schools fire policy stating that these are to occur 4 times a year.

The school was in the process of upgrading its security provision including new key fobs for some doors, a new CCTV system covering all areas of the school campus and additional lighting. The school was in the process of having the fence between the rear of the residential unit and the new housing estate, reinstated, with planning permission having been granted.

The window frames within the residential unit continue to show signs of rot and are becoming dangerous, with a concern that if they are not attended to then an accident may occur.

Recruitment procedures for the school were assessed as being very good, with all required aspects of the Standards being complied with. Additional CRB checks were completed on all residents of the site and regular visitors. Information with relation to recruitment checks were clear and fully accessible.

# 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)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12, 22

Quality in this outcome area is **good (excellent, good, adequate or poor)**.

This Judgement has been made using available evidence including a visit to this service.

Young people were seen to be well supported in ensuring they received a good continuity of care between school and care environments. Support structures were also provided by knowledgeable care staff.

### EVIDENCE:

The unit had very good links with the school, with care and teaching staff observed working together to identify personal, social, and educational development. Care staff were observed supporting young people in school following difficulties, and teaching staff also had an input into the residential part of the young peoples lives.

Evidence from reviews and individual education plans showed an input from the residential staff. Staff from the care and teaching side discussed with the inspector how care staff often took a role within the classroom if specific difficulties had occurred relating to the young people.

Care staff were observed going through young peoples educational contract, a form of daily report, at lunchtime and at the end of the day, and were the key personnel for sanctions relating to poor behaviour within the school environment.

Support for young people within the residential unit was available in a variety of systems, most of which being linked directly to the school.

The staff within the unit were observed actively promoting the involvement of young people into social groups, in an attempt to counter difficulties related to feeling isolated or to overcome difficulties that they were aware of between young people.

The school had created a link with an independent listener and although their relationship with the school had not been fully developed this appointment was seen to be positive for the young people.

The care staff team had a very good knowledge of the young people, including their likes, dislikes, family situations and behavioural responses to difficulties within the school and unit. Staff were able to therefore discuss with each other and the inspector how to support young people on a highly individualised basis. Unfortunately the vast majority of this information was not recorded within the young peoples files to ensure that new staff would be able to work with them on a consistent basis.



## **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)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

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

2, 17, 20

Quality in this outcome area is **good (excellent, good, adequate or poor).**

This Judgement has been made using available evidence including a visit to this service.

Young people were encouraged to take part in consultative systems both within the school and residential unit, although some of these were not recorded adequately

### **EVIDENCE:**

The school used a range of consultative forums, from more formal pupil consultations with senior staff on a six monthly basis, daily group meetings within the residential unit to discuss behavioural contracts, to more generalised discussions regarding activities.

The school had a school council; this included elected young people to discuss matter affecting the school although no minutes were available of these in the term prior to the inspection. The school has a number of young people who are involved with a food committee that looks at differing menus, alongside the likes and dislikes of the young people.

Information relating to of parental contact and consultation was available within the young people's files, although the majority of information was recorded within the homes log book. Inspectors were made aware during the inspection that some very good links were made between staff and the young peoples families.

All of the young people had written placement plans in line with the expectations of the Standard. These were assessed as being basic and one staff member stated that they were often viewed as a 'paper exercise'. The lack of detail is surprising given the high awareness of staff in the young peoples needs and difficulties as stated within Standard 22. Staff were able to discuss achievements and developments that young people had gone through within the school, this was not clear within their individual placement plans however. Each child had a designated keyworker / minder, recordings of individualised meetings between these two parties were poor and did not show the ongoing good communications that were observed between staff and children.

The young people in residence all returned home or to residential accommodation at weekends and during the school holidays. Young people stated that they were allowed access to parents when required and also to other family members. Records were available of contact between the school and the young peoples family.

The inspector did not find any restrictions with regard to contact taking place.

# 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):

24

Quality in this outcome area is **good (excellent, good, adequate or poor)**.

This Judgement has been made using available evidence including a visit to this service.

Accommodation offered to the young people was seen to be good and offers the young people comfortable surroundings while being in residence at the school.

## EVIDENCE:

The accommodation for the young people is of a good standard with good-sized communal areas that are used as a lounge / dining room and games room. The home also has office space and a kitchen area downstairs. On the first floor is the residential accommodation.

Auditory monitoring is used on the bedroom doors and letters were within the young peoples files to show that their parents had accepted this.

Bedrooms were assessed as being of a good standard including ensuite facilities in all bedrooms. There was some evidence of personalisation of bedrooms, although this was limited, due in part to the young people only being in residence a maximum of 4 nights a week in the school term. All young people had their own rooms.

# 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)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

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

1, 28, 29, 30, 31, 32, 33.

Quality in this outcome area is adequate (**excellent, good, adequate or poor**).

This Judgement has been made using available evidence including a visit to this service.

The management of the school supports the staff well although evidence of this was assessed as poor. Young people were seen to benefit from a strong management team.

## **EVIDENCE:**

The school had an acceptable Statement of Purpose at the last inspection this was therefore not examined. The unit also had its own individualised handbook that is available for parents and resident young people.

Staffing numbers within the home was good with additional support being offered by the senior staff on a 'bleep' system. Two staff slept in the home each night within suitable accommodation. The range of experience and trained staff within the home was good.

Teaching staff played a part in offering additional activities in the evenings, and were assessed as having a positive and consistent role within the lives of the resident young people. All staff were seen to be working well with the young people throughout the evening and during periods that the young people were within the home, i.e. breaks and lunchtimes. The staffing arrangements for the home were stated within the homes handbook, although this needed to be updated following changes in the staff group.

Staff received training and development on an ongoing basis, with individualised training records available, although these did not include training that had been received on 'INSET' days and for some staff the records suggested that little had been completed in 2006. Staff did not have personal development plans to ensure that all staff were receiving regular and consistent training in line with their role within the school. The deputy Head of Care stated that staff could apply for courses and that these were examined through a training forum. Funding for training was explained to be added to by the school offering placements to training social work and nursing students.

Although a range of staff were able to describe the strong informal systems within the school to support staff, there continues to be a lack of evidence relating to this. For the third year running the school failed to show any formal supervision records in line with the expectations of the Standard. Staff also continued to fail to receive annual appraisals, with the senior residential staff stating that this practice needed to be linked to reviews of pay. This refusal to show any real formalised support structures for the staff team, either residential or non-resident, was assessed as poor practice and did not value the work completed by staff. The Head of Care stated that a range of other practices did emphasise the senior staffs awareness of positive work, such as praise during staff meetings and letters that had been sent out individually to staff.

Staff met on a weekly basis, with some basic minutes being available for these stating headings of discussion points. Staff were able to call on senior staff through the schools intranet system and through the use of a 'bleep' when immediate assistance is required.

The majority of the school support staff and all of the Home 2 staff had completed the NVQ 3 and some staff were in the process of completing the NVQ 4 award in Caring for Children and Young People. The Head of Care is appropriately qualified and has a sound history of working with young people with emotional and behavioural difficulties.

The school had a planned response to foreseeable crisis alongside the Citys' policy.

A range of monitoring had been completed by the senior staff team including restraints placement plans, complaints and notifications. A number of required monitored areas continued to need to be examined on a regular basis however and the inspector suggests that this Standard is reviewed to ensure that these are completed including signatures.

A member of the governing body completed visits to the unit on a half termly basis. Although these covered the areas as required by the Standard they were assessed as being overly basic and needed more information to show the areas examined.

# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	2
<b>15</b>	X

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	2
<b>4</b>	3
<b>5</b>	3
<b>6</b>	3
<b>7</b>	2
<b>8</b>	3
<b>10</b>	2
<b>26</b>	2
<b>27</b>	4

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

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

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	X
<b>24</b>	3
<b>25</b>	X

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	2
<b>30</b>	1
<b>31</b>	3
<b>32</b>	2
<b>33</b>	2

Yes

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)
1	RS14	Staff to record all accident within the appropriate school records. The schools accident log to be compliant with the data protection act. <b>This requirement remains unmet from 20/03/06</b>	28/02/07
2	RS14	All medication administration records to be available for inspection.	28/02/07
3	RS3	A telephone will be provided for young people to use to make and receive telephone calls without asking staff for permission. <b>This was a requirement at the last 3 inspections. Timescale of 01/09/05 not met.</b>	31/03/07
4	RS7	A system for the recording of notifications and their outcomes to be developed. <b>This requirement remains unmet from 25/03/06</b>	31/03/07
5	RS10	All sanctions to be recorded in line with the expectations of the Standard.	31/03/07



6	RS26	The removed fencing to the side of the school to be replaced, or the school to increase its security arrangements for this area. This requirement remains unmet from 01/09/06 Rotting window frames to be repaired or replaced. This was a requirement at the last 3 inspections. <b>Timescale of 31/01/06 not met.</b>	30/04/07
7	RS26	Records to be available to show fire drills within the residential unit.	28/02/07
8	RS17	Increased evidence to be available relating to individualised work relating to Minders / Keyworkers	30/03/07
9	RS29	All staff to have active personal development plans. <b>This requirement remains unmet from 30/6/06</b>	30/03/07
10	RS30	Supervision of staff to be completed on a half termly basis and recorded appropriately.  <b>This was a requirement at the last 2 inspections. Timescale of 31/04/05 not met.</b> Staff to receive annual appraisal  <b>This was a requirement at the last 2 inspections. Timescale of 31/07/05 not met</b>	30/05/07
11	RS32	All areas to be monitored and signed in line with the Standard. <b>This requirement remains unmet from 30/06/06</b>	30/05/07
12	RS33	Governors' visits completed on a half termly basis to include a full report on those areas examined.	30/05/07

## **Commission for Social Care Inspection**

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