



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Bridge School, Longmoor Campus**

**Coppice View Road  
West Midlands  
B73 6UE**

*Lead Inspector*  
**Andrew Hewston**

*Key Announced Inspection*  
**18<sup>th</sup> and 19<sup>th</sup> January 2007      09:30**

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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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>	Bridge School, Longmoor Campus
<b>Address</b>	Coppice View Road West Midlands B73 6UE
<b>Telephone number</b>	0121 353 7833
<b>Fax number</b>	0121 353 9228
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Birmingham City Council Education Department
<b>Name of Head</b>	Steve White
<b>Name of Head of Care</b>	Ronnie Hill
<b>Age range of residential pupils</b>	
<b>Date of last welfare inspection</b>	

**Brief Description of the School:**

Longmoor School provides multi-disciplinary education at nursery and primary levels to children of both sexes with severe or profound learning disabilities and multiple disabilities. The school was purpose built and included teaching areas, indoor and outdoor recreational facilities and integral self-contained residential accommodation. The latter had 12 places and provides residential care, and some extended day care, on weekdays during term-time. An inspection by the Local Education Authority (LEA) concluded however that the number of residents should be limited to 6. At the time of the inspection all children stayed for 4 nights a week during term time. The residential accommodation is staffed by a team of both qualified and unqualified residential social workers who have a range of experience and skills.

# SUMMARY

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

This was an announced inspection at the newly named Bridge School, Longmoor campus. The inspection took place over two days and included discussions with staff and parents, as well as observations of the interactions between staff and children and the examination of the units records.

The unit was trialling a system of short term targeted interventions for those young people who were not Statemented as needing residential provision but whose parents and the school assessed would benefit from a residential experience. The inspector was pleased to note that this trial appeared to be working well for both the children and their respective parents.

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

The unit ensures that children's health is promoted and that medication is administered appropriately including non-prescribed medication.

Child protection arrangements were in place and were assessed as being sufficient to meet the needs of the school.

Staff had a good awareness of the young peoples abilities and were able to discuss a range of the young peoples likes and dislikes as well as their challenges while being resident at the school.

Health and safety requirements were well met and all the tests and servicing within the school had been completed on time. The fire department had also visited the school.

The parents spoken to were able to give a very positive report on the improvements that their children had made while being in residence.

Young people and their carers/parents were assessed as being given good support by the residential staff within the unit.

The accommodation continues to be a valuable resource that the staff and children continue to look after well.

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

The medication recordings were found to be fully up to date and well completed, with all staff having completed their first aid training.

Records relating to child protection concerns had improved and staff were well aware of their expectations in this area.

Fire recordings were assessed as being fully up to date.

The school had enlisted the support of an independent listener although their role and recruitment had still to be confirmed.

The governors were seen to take a more active role in the monitoring of the unit.

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

The unit still needs to develop a system of recording additional measures of control that is duplicated within the young peoples files.  
Staff support in terms of supervision, appraisals and personal development plans require greater evidence.  
The unit needs to ensure that those receiving residence through the targeted intervention scheme receive sufficient planning.  
Recruitment of all staff needs to be in line with more recent guidance.  
The senior management of the school needs to ensure that all of the required records are monitored on a regular basis in line with the Standards.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.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 good (**excellent, good, adequate or poor**).

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

Young peoples health needs were supported during their period within the residential unit.

### EVIDENCE:

Young people had appropriate health plans within their files, for those young people who were statemented to receive full time residential provision these were assessed as being good. The school needs to ensure that all young people resident within the unit have a health plan that is fully in line with the Standard.

The medication records within the unit were good with only one minor difference between a record within a young persons file and that within their medication administration records. A good system had been developed to ensure that 'homely remedies' were administered appropriately and in line with the school nurses' expectations.

The school had a controlled drugs register and all medication administered was double checked by staff.

Residential staff had completed 1<sup>st</sup> aid training.

The staff were able to discuss differing health professionals involved with the school and the positive impact that they had with helping the young people and staff within the unit.

Although the schools first aid book for the pupils was not data compliant, the schools use of the accident forms was dealt with appropriately.

## 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, 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.

Although some recordings of additional measures of control need to be copied in to the childrens files the working practices within the unit were assessed as being safe.

The school needs to ensure that its recruitment practices are in line with recent recommendations.

## **EVIDENCE:**

The school had two policies in relation to this Standard, "Appropriate physical contact with children" and "confidentiality" policies. Between these the main required areas as required were assessed as being met.

Children's records were stored appropriately with staff sharing knowledge of 3<sup>rd</sup> party information.

The units telephone area proved popular with a number of children and was within a semi-private area.

Children were able to use their own rooms to meet privately with parents and others.

Staff showed an awareness of privacy with regard to intimate care with the children. Staff had received training in intimate care since the last inspection.

At previous inspections the school was seen to have an appropriate complaints procedure. The Deputy Head of the school stated that no complaints had been received by the home since the last inspection. An bound record of complaints received was seen at the schools last inspection.

The staff within the residential unit were appropriately trained in child protection and the designated child protection person was due to complete refresher training in the week following the inspection. No child protection issues were raised during the inspection and no issues had been reported to the Commission since the last inspection.

The Deputy Head had developed a system for recording child protection issues, these were seen to consist of slight injury notifications rather than serious concerns regarding child protection. The school therefore needs to develop a system whereby these serious concerns show outcomes when a referral has been made or reasoning behind a non referral.

The school had an appropriate child protection policy that was the expectations of the Standard.

The school was found to have an appropriate policy with regard to anti bullying. The residential unit also had a children's handbook which was able to be used for children to state that were unhappy. Staff reported that there were no specific issues with relation to children bullying. The units staffing was assessed as being sufficient to be able to respond to incidents of bullying behaviour.

The school policy with relation to children's absenting themselves without permission was appropriate.

A high staff-children ratio, with constant supervision of all children, as was observed, and the layout and security of the site provided effective measures to prevent unauthorised absences.

The head of Care acknowledged that sanctions were not appropriate with regard to the young people resident within the school, and were therefore not used. Each young persons file examined contained a behaviour management plan including differing suggested responses to a range of difficult behaviours that could be exhibited, including the use of restraints.

One young persons' file contained incidents when restraints had been used. Although these were reported within behaviour monitoring forms, these were not assessed as being in line with the Standard 10.14 and the need for a bound and numbered book to record such instances. Staff were reported to have received training in additional measures of control and having received updates in this training.

The amalgamated schools policy regarding additional measures of control was not inspected although the previous policy for Longmoor School required some additional information.

No issues regarding health and safety were raised during the inspection. Since the last inspection the fire service have visited the unit, with no major issues requiring attention. All testing with regard to fire systems had been completed in a timely fashion and were clear for inspection. Timely servicing and inspections had also been completed regarding gas and electrical items. Water systems had also been examined and cleaned although the latest legionella cleaning was due.

COSHH items were correctly stored and foods within the fridge were stored and labelled appropriately. Checks had been completed on the units fridge.

Recruitment checks were not thoroughly checked due to no new staff being employed since the last inspection. The independent visitor needs to have had the same recruitment checks as full time staff in line with 'Safeguarding Children and Safer Recruitment in Education' that comes into force from January 2007. The inspector noted that there were no copies of the Disqualification Disclosures Form in line with the Disqualification from Caring for Children (England) Regulations 2002. This form should include a statement from the prospective employee that he or she has not been disqualified from undertaking private fostering, (see Sections 65 and 68 of the Children Act 1989).

# 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.

Children and carers were seen to be well supported by the care staff team.

### EVIDENCE:

As with last years inspection, the Longmoor care staff continue to provide evidence to show how residential and teaching staff worked well with ongoing assessed educational provision. Staff had set targets for both educational and non school specific areas for the children.

Parental feedback suggested that the residential provision worked in partnership with the school in meeting the needs of the children. Parents were able to discuss the improvements that had been made while their child had been in residence for a short period through the targeted intervention scheme, including sleeping and eating better and developing increased communication skills. Residential and teaching staff met on a regular basis to discuss individual children.

Children were assessed as having access to a range of books and educational aids.

Appropriate support was given to the children in line with their assessed needs. Communication support was observed through the use of PECs and Makaton . The school also had good links with the Speech and Language therapist and music therapist who visited on a regular basis. The Child and Adolescent Mental Health team had a limited involvement with the school. The school had recently gained the services of an independent listener although their role still needs to be more clearly defined by the schools management body. The school also needs to ensure that the appropriate checks are completed prior to their visiting the young people on a regular 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 peoples rights to be actively involved with their care provision was seen to be supported by the staff group.

## **EVIDENCE:**

The school produces a newsletter recording achievements within the school and residential unit, as well as delivering information to the children's families and carers. The school and unit use a diary system to allow communication with the children's homes. This was assessed as working well and a range of information was shown to be exchanged between differing parties. Parents were invited to attend reviews and parents evenings. Social evenings were also organised by the care staff. Staff discussed how weekly calls were made to parents to update them of children's progress including negative and positive

developments. Staff were also seen to work well with the Social Care and Health department with regard to one young person having an involvement with Looked After reviews and sharing practice.

Differing communication systems were in use within the unit to enable the children to make short term decisions. All of the children had communication difficulties to a lesser or greater degree

Evidence was available within the young peoples files of planning to meet the differing needs of the young people. Those young people involved with the targeted intervention scheme did not have as thorough placement planning as those in full time residence, although they did have the required information in line with the expectations of the Standard. The school needs to ensure that there is a common approach to all those in residence within the unit.

For most children, due to the short periods they were in residence at the school, contact with parents was not an issue. There was evidence through discussion however that some contact arrangements had been made for children and some contact visits had taken place, these were recorded within the children's files.



# 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.

The accommodation continues to provide a positive place for young people to reside during the week.

## EVIDENCE:

The accommodation for the young people was again assessed as being of a high standard. The school nurse discussed the possible issue of children with high incidents of epilepsy and the need for a viewing panel on the door. The inspector stated that all of the children's accommodation should be risk assessed in line with the residents and that health and safety concerns would have to be taken into consideration. The unit would also have to take into consideration children's privacy if this situation occurred.

# 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.

Evidence needs to be available to show that staff are fully supported and that monitoring is continued in a thorough and organised way.

## **EVIDENCE:**

The school has a Statement of Purpose that is in line with the expectations of the Standard. The inspector assessed the childrens guide as being overly complex and in need of simplification.

The staffing arrangements within the unit were assessed as being appropriate to meet the needs of the children at the time of the inspection. The inspector was unsure that the staffing would be sufficient to meet the needs of a full unit ( 6 children), and in addition felt that the possible increased disruption of young people involved with the targeted intervention scheme, may need increased staffing to cope with their differing behaviours. The school had developed an increased range of 'bank staff'. The inspector was concerned that they would not be able to offer the level of continuity and expertise that a full time staff member would be able to.

The units staffing policy was seen to be in place within the childrens guide and this needs to be moved to the Statement of Purpose.

Training documentation was available within the unit showing the range of training that had been completed by staff. Unfortunately this did not show dates when training occurred so it was therefore difficult to assess when refresher courses were needed and which courses had been completed within the past year.

Staff did not have a specific personal development plan to examine training needs at the current time and how these may be addressed, although this was seen to be partly addressed within the appraisal questionnaire that had completed.

Records were available showing that all staff had received formal supervisions in the previous term although the Head of Care needs to ensure that these are completed on a half termly basis. Some good discussions were seen to have taken part in these and staff stated that there were good informal supervision structures in place. Appraisal records were available in the form of questionnaires completed by staff, the majority of these were not dated and they needed to be developed into a format that includes those areas as stated by the Standard 30.6.

The majority of the staff group had completed the NVQ3 qualification in working with Children and Young People, with the rest of the staff team being enrolled on the course. The rotas for the residential unit was examined, this appeared to cover the hours required as well as possible given the number of staff.

The senior management team were seen to have been involved in the monitoring of some areas and records, these need to be reassessed to ensure that all of the areas expected are examined on a regular basis. The Headteacher needs to examine the funding issue within the residential

provision to ensure that staff have sufficient petty cash to carry out required purchases to meet the needs of the young people. A discussion with the Chair of Governors and the inspector suggested that this would be being discussed at the next budget meeting.

A representative from the Governors had completed two visits in the term prior to the inspection. These were assessed as being appropriate.

# 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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	X

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	X
<b>24</b>	4
<b>25</b>	X

MANAGEMENT	
<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>	2
<b>31</b>	3
<b>32</b>	2
<b>33</b>	3

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	RS5	All serious child protection concerns to show the outcomes when referrals have been made.	
2	RS10	All sanctions and restraints to be recorded in line with the expectations of the Standard. Staff to respond to behaviour management plans appropriately. This was a recommendation at the last inspection. Timescale of 30/03/06 not met.	30/03/07
3	RS27	All staff recruited to have evidence of sufficient checks being completed in line with Disqualification from Caring for Children (England) Regulations 2002 and 'Safeguarding Children and Safer Recruitment in Education' guidance .	
4	RS22	The school needs to develop a policy regarding the role of the independent listener to examine their role within the school.	
5	RS29	Evidence of training of staff to be dated and show when courses required updating.  Staff require personal development plans to examine their training needs.	

6	RS30	<p>Supervision to take place in line with the Standards and records to be available of these. This was a recommendation at the last 2 inspections. Timescale of 30/05/05 not met</p> <p>Appraisals to be completed, dated and recorded in line with the Standard.</p>	
7	RS32	<p>Evidence to be available of appropriate checks having been completed of those areas stated within the Standard. This was a recommendation at the last 2 inspections. Timescale of 30/09/05 not met.</p>	

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