



Making Social Care
Better for People

inspection report

Residential Special School (not registered as
a Children's Home)

Lindsworth School

Monyhull Hall Road

Kings Norton

Birmingham

West Midlands

B30 3QA

24th January 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Lindsworth School

Address

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

Name of Governing body, Person or Authority responsible for the school

Social Care and Health

Name of Head

Mr Colin Bateman

CSCI Classification

Residential Special School

Type of school

Tel No:

0121 693 5363

Fax No:

Email Address:

Date of last boarding welfare inspection:

10/2/04

Date of Inspection Visit		24th January 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Andrew Hewston	097324
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Lindsworth School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

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 eight being accommodated. All the pupils have a Statement of Special Educational Needs and are described as having social, emotional and behavioural learning difficulties [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. The Headteacher has responsibility for two other units, a vocational guidance unit and a pupil referral unit which are based on the south site.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school continues to develop its residential provision in line with the expectations of the Standards. This inspection showed that the senior staff team had worked hard to meet the required actions from the last inspection report.

The positive relationships between staff and resident young people was evident throughout the inspection. Young people's responses to discussions relating to staffing within the home were good, with them enjoying being at the school for the majority of the time. Relationships between the young people was also seen as being positively promoted by care staff, who had a good knowledge of the schools behaviour management policies and procedures. Little evidence of bullying was reported throughout the inspection, this was seen as a positive when consideration is given to the basis of the statements of those attending the school.

Consultation with the young people was able to be evidenced in a variety of ways, from more formal discussions with senior staff, to informal decision making within the home.

The Head of Care showed a good knowledge of the schools child protection system, and was involved in the development of a more structured behaviour management reporting system.

The schools residential accommodation was of a high standard with young people all having their own bedrooms with en-suite facilities. The home also had a good games room and comfortable large lounge area, with both of these being shared with day pupils up until the end of the formal school day.

The range and experience of care staff working across the whole of the school site was good, with almost all qualified up to NVQ level 3. All of the senior staff were qualified social workers. The school showed a good commitment to training staff appropriately.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Although a new recording system relating to restraint had been developed, staff filling in these new sheets need increased training to ensure that these are completed appropriately.

Staff need to be more vigilant with the completion of medication administration records following gaps being noted within health records.

Although some consultation and support systems within the school worked well, others required additional work to ensure that they are well evidenced. Keyworker sessions between care staff and young people were not sufficiently completed, and recordings of staff supervision sessions were also poor and needed development. Staff also required annual appraisal.

Staffs knowledge of the young people within their care was good, although this was not evidenced within the young people's placement plans, these were often basic and lacking in key information.

Recordings relating to the schools recruitment practices had improved since the last inspection, there were still some areas that required additional information however. This was the case for both new and more established staff members.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Overall the inspector noted that the school continued to make improvements relating to showing the work that they had completed with the young people. Information that had at one point been centred purely within the homes log book, had been seen to be disseminated to individual young people's files for greater access of information. The number of recommended actions required during this inspection are 50% less than that reported at the last inspection.

The care staff team were found to be working well together and with the senior management team, offering the young people in residence positive role models. They also worked hard to link in with teaching staff, to create a clear behaviour management structure that was known throughout the school and promoting educational values.

The inspector found that the care staff appeared happy and relaxed while working at the school, and this had a knock on effect on the young people. The ongoing relationships developed between the staff and the young people was noted as being one of the strengths of the residential accommodation.

The young peoples' files showed that each of them could display very challenging behaviours often with complex underlying difficulties. Evidence demonstrated that the care staff team worked hard with these, often with positive results.

The majority of the young people in residence were spoken to during the inspection. The inspector noted that the vast majority enjoyed being in residence, completing activities and being with fellow pupils who they classed as their friends.

4	RS22	A person(s) who is independent of the school and the LEA, be identified whom pupils can contact directly about personal problems or concerns at the school. This was a requirement at the last inspection	Part met
5	RS23	The system of auditory monitoring bedroom doors to be agreed within placement plans and with acceptance from parents.	By end May 2004
6	RS24	The following steps will be taken with regard to Home 2: <ul style="list-style-type: none"> • Rotting window frames will be repaired or replaced • Window frames will be repainted 	
7	RS26	Evidence needs to be available relating to; <ul style="list-style-type: none"> - 5 year electrical survey 	
8	RS27	The system for retaining and storing records of staff vetting checks, and similar checks on adults living on the site, will be reviewed and updated to meet the standard and enable all records to be kept at Lindsworth school This was a requirement at the last inspection	
9	RS27	All staff need to have CRB checks completed before working with children on their own.	By end April 2004
10	RS30	Supervision of staff to be completed within the Standards recommended timescales and be recorded appropriately. All staff to receive annual appraisal.	By end May 2004
11	RS31	All parents to receive information as stated within Standard 31.10.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS3	A telephone will be provided for pupils to use to make and receive telephone calls without staff permission. This was a requirement at the last 2 inspections	1/9/05
2	RS5	All systems relating to the recording of child protection to be secure yet accessible for those required.	31/4/05
3	RS8	Where high levels of absconding behaviour occur then appropriate risk assessments to be completed	31/4/05
4	RS10	Additional training is required relating to the recording of behaviour management actions.	31/7/05
5	RS14	All medication administration to be recorded.	21/4/05
6	RS17	Evidence to be available regarding the keyworker / minder system within the residential unit.	31/7/05
7	RS22	A person(s) who is independent of the school and the LEA, be identified whom pupils can contact directly about personal problems or concerns at the school. This was a requirement at the last 2 inspections	31/7/05
8	RS23	The system of auditory monitoring bedroom doors to be agreed within placement plans and with acceptance from parents.	21/4/05

9	RS24	The following steps will be taken with regard to Home 2: <ul style="list-style-type: none"> • Rotting window frames will be repaired or replaced • Window frames will be repainted 	31/1/06
10	RS26	Evidence needs to be available relating to the 5 year electrical survey	31/12/05
11	RS27	The system for retaining and storing records of staff vetting checks, and similar checks on adults living on the site, will be reviewed and updated to meet the standard and enable all records to be kept at Lindsworth school This was a requirement at the last 2 inspections	31/4/05
12	RS27	All staff need to have CRB checks completed before working with children on their own.	31/4/05
13	RS30	Supervision of staff to be completed within the Standards recommended timescales and be recorded appropriately. All staff to receive annual appraisal.	31/4/05 31/7/05
14	RS32	All areas to be monitored and signed in line with the expectations of the Standard.	31/4/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS2	Consultation with parents to be recorded at the time of the discussion rather than retrospectively to a great degree.
2	RS17	Placement plans to include all relevant areas as known by the staff group.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	NO
• DfES	YES
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	NO
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	24/01/05
Time of Inspection	9.30
Duration Of Inspection (hrs.)	26.5
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The school had reviewed its Statement of Purpose following the last inspection, and had included those areas as required previously to bring it fully in line with the Standard. The school had also developed a more child friendly guide to the residential area and what the expectations were of living at the unit, this was discussed with the young people during the inspection. Few of those spoken to had an awareness of this document.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
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Evidence relating to consultation had improved since the last inspection. 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 developed a school council, this included elected young people to discuss matter effecting the school. Young people spoken to were proud to state that this system had led to a new water dispenser within the gym area. 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.

Increased clarity of parental contact and consultation was available within the young people's files, although the inspector noted that a number of these records had been completed retrospectively.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?**

2

Since the last inspection at the school residential unit there had been a marked increase in the amount of non-resident 'day pupils' using the communal downstairs areas of the building. This was commented on by a number of young people during the inspection process, with young people stating that they had to increasingly 'share their games room and their staff'. Staff also stated that the increase in day pupils had an adverse effect on the amount of input that they were able to give specifically on the resident young people.

Young people were able to use the units telephone in private through the use of a portable handset. This was however unable to be accessed without the young person asking for staff permission to use it. Staff did state that young people were allowed to use their mobile phones in the evenings

Staff showed sufficient awareness of the young people's privacy within their own rooms, and an awareness of the policies and procedures relating to privacy and confidentiality.

There was no area provided within the home that parents or guardians could meet with the young people in private other than their bedrooms. The area that was suggested to the inspector was not suitable due to its size and the ability to access the staff flat area from it. Locks required at the last inspection on toilets had been fitted appropriately.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

3

The schools complaints procedures had been revised following the last inspection, and were in line with the expectations of the Standard. Staff and young people were aware of these procedures and who they were able to talk to with regard to if they were unhappy, including their ability to contact CSCI.

A new system for recording complaints had been developed within the school to allow for easy auditing of these. No complaints had been received since this system was introduced.

Number of complaints about care at the school recorded over last 12 months:

0

Number of above complaints substantiated:

0

Number of complaints received by CSCI about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

2

The schools' Head of Care was the designated teacher for child protection and a qualified social worker. He believed he had 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 was 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. Difficulties that had occurred within the IT system since the last inspection had an adverse effect on the ability of the Head of Care to access all records relating to child protection, at the time of the inspection. This highlighted one of the difficulties with such a system.

The schools' policy relating to child protection, had been re-examined since the last inspection and included all areas as specified within Appendix 1 to the National Minimum Standards.

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

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

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

1

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

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 reporting 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 although this did not extend to the residential provision.

Response to the questionnaires showed that a small number of young people felt that they had been bullied at some point. This was assessed as being low given the recorded difficulties of the young people in residence.

Percentage of pupils reporting never or hardly ever being bullied

70 %

Standard 7 (7.1 - 7.7)

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.

Key Findings and Evidence**Standard met?**

3

The Head of Care was aware of the need to notify the appropriate authorities with regard to those areas as specified within the Standard, and was also aware of the need to notify CSCI of issues regarding child protection.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

1

0

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	2
<p>The policy with relation to children who had absented themselves without permission had been revised since the last inspection and conformed to the expectations of the Standard. A system of recording absences had been put into place within the homes log book, this allowed for clearer examination of regular absconding behaviour. The inspector noted one young person who was a regular absconder, no specific risk assessment had been completed for this young person with regard to this behaviour and records were not specifically available within their file to record their absconding.</p> <p>For those young people who had absented themselves without authorisation there was evidence within the homes log book of appropriate responses to absconding behaviour. This included contacting parents where appropriate.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		6

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
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Relationships observed throughout the inspection between the young people and the range of staff who worked within the home was very good. Young people and staff had clear awareness of expectations of behaviour, and staff had received training / been involved in developing, the schools behaviour management programme.

Staff were observed attempting to incorporate individual young peoples wishes and preferences alongside those of the group. Staff also discussed the different ways that they did this during meetings with the young people as a group within the contract meetings and during minder meetings. Staff showed a good knowledge of the lives of the young people that they were working with. Young people's comments relating to the care staff team were positive in the vast majority of cases.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence

Standard met?

2

The school had a good behaviour management policy which clearly laid out the expected staff response to a range of challenging behaviours. Staff showed a basic awareness on non appropriate sanctions, and the inspector found no evidence of sanctions that were deemed as such.

The inspector noted a number of improved systems with relation to recording behaviour management. These included a new system of recording both sanctions and restraints, with the development of more prescriptive numbered recording sheets. These systems had started shortly prior to the inspection, therefore some 'teething problems' were observed by the inspector. These included staff not completing such forms with sufficient detail, or completing these incorrectly. The recording sheets were able to be evidenced within the young people's files.

Staff had received training in restraint techniques through the PAMOVA system. The majority of domestic staff had also attended some of these sessions to observe appropriate practice. The staff team of care and teaching staff included a number who had been trained to a standard to teach other staff. Additional training was given to staff in de-escalation techniques. The school was in the process of developing increased information with regards to the holds and breakaway techniques used within this system, including pictorial references.

The Head of Care discussed a proposed development in training of restraints with the inspector, and evidence was available relating to this.

The inspector observed restraint being used and the use of sanctions with relation to the young people's behaviour within school. These were appropriate.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
<p>The school had a clear admissions procedure for admissions, which included an interview and tour of the school and premises. This system was supported by the schools designated home school liaison contact, who is a qualified social worker. Improvements to the system were discussed with the inspector, for implementation following the inspection.</p> <p>Information required from the Standard was recorded as appropriate.</p> <p>There were no specific plans for leaving care due to the age range of the young people who were in residence at the time of the inspection. Staff discussed the development of the young people away from residence as their time at Lindsworth developed.</p>		

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

4

The home 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 lunch time and at the end of the day, and were the key personnel for sanctions relating to poor behaviour within the school environment.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

A good range of activities were seen to be offered to the young people within the school environment and off the school site. This was done by both care staff and teachers working additional hours in the evening. The unit linked up with other homes from the school in the evenings for activities, due to the school offering a extended day provision to some pupils. Funding for activities was assessed as being at an acceptable level, with staff occasionally negotiating with operators to ensure enhanced leisure activities.

An appropriate balance was observed between young people's free time and organised activities, with staff allowing an appropriate choice for the young people. Staff were aware of attempting to ensure that videos, games, and television programmes were age appropriate.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

2

There had been a number of improvements within the residential unit with relation to health and medication. The school had been presented with the Healthy Schools Award due to the work that had been completed to promote health. The school nurse was assessed as being a highly valued resource with relation to the overall promotion and delivery of health care within the school and residential provision. Specific health plans for young people were examined during the inspection, these were split within the residential unit and the nurses office.

There were records available to evidence that the school had supported young people with dental and opticians appointments. The inspector noted a number of gaps within the recordings of medication administration, where it was unclear if young people had received medication.

Training had been completed across the school site with relation to first aid and there were sufficient trained staff available at all times.

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.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

The inspector took part in a number of mealtimes and found them to be pleasant social occasions. Meals were of an adequate quantity and quality. Domestic staff showed a knowledge of differing young peoples dietary needs, and discussed how these were able to be met. Young people had an input into the menus served due to regular food committee meetings, including representatives from each of the schools units including the residential unit.

Mealtimes were well organised and in the evenings were cooked by either care staff or earlier by the catering staff. Young people stated that they had been involved in the preparation of foods in the evening with appropriate guidance.

The dining room was appropriately furnished to meet the needs of those being fed, including plates and cutlery etc.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence

Standard met?

3

This Standard was met. Young people were able to bring both pocket money and their own clothes into the unit, and have these stored appropriately.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

2

Placement plans for the majority of young people had been re-examined since the last inspection, despite this some key additional information with relation to the young people's life within the school was not included. The inspector found this surprising given the high level of knowledge that the staff had relating to the lives of the young people. The placement plans were therefore assessed as being adequate.

Each child had a keyworker / minder and both of these parties stated an awareness of the role of the keyworker. Evidence of keyworker meetings was not available at the time of the inspection, and therefore the system could not be assessed as being adequate.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

3

The school had 3 systems for information recording within case files, a main school file, the homes working file and a health file as held by the school nurse. All of the areas as required by the Standard are held within these 3 areas, with the only exception being the need for increased information relating to absences without permission which is reported within Standard 8.

Standard 19 (19.1 - 19.3)
 The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence	Standard met?	3
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The school had records relating to all of the areas within the Standard. Some of these required additional details, such as the school register, although the information required was available within other records.
 Increased information relating to other persons living on the school site had been obtained since the last inspection.
 Information required relating to staff personnel records is reported within Standard 27.

Standard 20 (20.1 - 20.6)
 Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence	Standard met?	3
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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. As stated within Standard 3, the home requires a private area for contact visits to take place.
 The inspector did not find any restrictions with regard to contact taking place.

Standard 21 (21.1 - 21.2)
 Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence	Standard met?	9
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Not applicable

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

2

Support for young people within the residential unit was available in a variety of systems, most of which being linked directly to the school. Resources regarding differing counselling techniques were able to be evidenced, alongside the school nurse.

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.

The schools Head of Care discussed a number of people that were suggested to fulfil the role of an independent visitor, who can be contacted by pupils directly if they had personal problems or concerns at the school. This position had yet to be decided on at the time of the inspection, this is the same situation as at the last inspection, although some moves forwards appear to have occurred.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	2
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The location, design and layout of the home was the same as at the last inspection. The inspector was made aware of the system of auditory monitoring on bedroom doors to notify them of these being opened. This system was not specified within placement plans, specifically approved by the placing authority or required by the courts. It was therefore suggested that authorisation be obtained from those with parental responsibility for the young people, and that this not be a letter sent to parents whereby to no reply was to give tacit approval. This was required at the last inspection, and although staff stated that phone calls had been made to parents with relation to this no evidence was available to show that this had been completed.

A new system of security gates had been installed although this was not in full working order. The system of visitors badges suggested at the last inspection had come into force.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?**

2

The majority of the areas highlighted within last years report had been completed although there were still one area of outstanding work needing to be rectified within the home :

- Exterior paintwork, especially to window frames, is unsatisfactory. Some window frames are rotting and will soon be dangerous. The Inspector understands that upkeep of the exterior of buildings on the school site, including Home 2, is the responsibility of the Local Education Authority and not the local school management.

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

Young people that were spoken to during the inspection stated a wish to have an increased say in the décor of their rooms.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

4

The en-suite facilities within each of the bedrooms afforded the young people good washing and toilet facilities, one of the young people also had a bath in their bedroom area. . The inspector noted that there was some variation in water temperatures between these areas although this was not of concern.

The residential accommodation had been closed for a lengthy period since the last inspection. This was due to problems with the individual shower areas, this situation was rectified by the time of the inspection.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence

Standard met?

2

The majority of information as required from the last inspection was made available with only the electrical survey still being necessary to evidence. The school had developed new systems of recording fire safety checks, and the fire department had visited the school. The inspector met with the health and safety officer for the school, who was employed as a full time teacher, and also worked within the unit 2 evenings a week. A good risk assessment tool had been created to cover some of the expected areas.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

The inspector examined 4 staff files including new staff and those that had been recently promoted. Those new staff included all of the required information in line with standard 27.2 apart from 2 areas :

- Criminal Record Bureau disclosure documents which could not be evidenced, although the school did keep a record of some disclosure clearance notes which were sent out by the Local Education Authority to confirm that a check had been made and was clear.
- information showing that references had been verified through direct contact.

Those staff that had been promoted did not have up to date CRB checks.

The references of some staff were checked and the inspector advised against references that were purely provided by persons internal to the school.

Recruitment practices had notable improved since the last inspection.

Total number of care staff:	6	Number of care staff who left in last 12 months:	0
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Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The school and residential provision employs a range of experienced and qualified staff of both genders. Regular staffing levels within the unit had been effected over the 6 months previous to the inspection and was still absent at the time of the inspection. This situation was covered by the input of other members of care staff from other areas of the school. One staff member was working split shifts to cover staff absence at their own request. The small team was observed and discussed working well together despite some minor issues within the team.

At the time of the inspection staffing levels dropped below those guidelines stated within DfES circular 11/90 of 2:7 pupils ratio, this was however for short periods at the end and beginning of the day when the young people were more settled. Additional support was available from senior staff, on duty at all times if there were difficulties that needed additional staff support.

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.

Overall young people were observed being well supervised throughout the inspection by adults who appeared to want to work with them.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

The school had records that showed that there was a range of training that had been completed for all care staff. The inspector was pleased to note that NVQ 3 training had been provided and completed by the majority of care staff. Staff meetings also offered a level of training within some areas of practice being reviewed on a weekly basis. The school also supported some staff members through professional social work studies.

Each member of staff was aware of their personal development plans, although these had not had an input within them for a number of months and were not seen as fully implemented.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence

Standard met?

2

Most staff members of the residential care staff stated that they felt supported by senior staff. All stated that they would access the Head of Care if they had particular difficulties.

The schools 'bleep system' with quick access to senior staff, the schools email and intranet, regular staff meetings, all formed parts of a good staff support system, although some staff stated difficulties sometimes occurred accessing staff through the bleep system. The school also offered access to external counselling services to staff.

Formal supervision of care staff was poor with the Standard not being met and staff describing insufficient timescales between supervision meetings. This was concerning as this area was highlighted at the last inspection, with poor records of supervision being available.

The staff did not have an annual appraisal system, although this was reported to the inspector at the last inspection as about to be being rolled out.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

All the schools residential care staff had completed or were working on NVQ 3, and some staff were working on a level 4 qualification at the time of the inspection. All of the key residential staff, including the Head of Care, Deputy Head of Care, and team leader of the residential unit were qualified social workers.

Rotas were examined and were appropriate, allowing time for those expectations within the Standard.

The school were aware of the implications of the working time directive, and consideration was being given prior to the inspection of the use of waking night staff to alleviate difficulties with staff sleeping in.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

90 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?**

2

There was good evidence of the schools provision being assessed on an annual basis. The most recent Ofsted report assessed the management of the school as being good, since this time there had been a change in Head teacher, who appeared to show a strong a commitment to the residential provision as the last inspection.

Monitoring of the majority of the areas as requested by the Standard were evidenced as being completed, in excess of the required monitoring in some cases. Monitoring was completed by a range of people as designated by the Head, although staff must ensure that these records are signed once records have been checked. Notably some key areas were not checked sufficiently, as have been stated within this report, including staff supervision appraisal, and absence of children without authority.

The school had a good development plan, which was known by all senior staff, and the school created a good response in terms of planning following from the last inspection.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

3

Evidence was available to show that monitoring had been completed by a designated person visiting the school on a half termly basis.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 24th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

 YES

Comments were received from the provider

 YES

Head's comments/factual amendments were incorporated into the final inspection report

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

 YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

 YES

Action plan was received at the point of publication

 YES

Action plan covers all the statutory requirements in a timely fashion

 YES

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

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