



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

10th February 2004

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

Tel No:

303 3525

Fax No:

Email Address:

simon.westwood@birmingham.gov.uk

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

Birmingham City Council

Name of Head

Mr Mike Clarke

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

24/3/03

Date of Inspection Visit		10th February 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Andrew Hewston	097324
Name of NCSC Inspector	2	Debby Railton	
Name of NCSC Inspector	3		
Name of NCSC 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 NCSC. 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			

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC 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 school is a major element of 'The Village Partnership', which comprises several other units across the city of Birmingham, including at a secure and a remand facility. This highly complex provision is managed by the Head teacher, with a Head of Care responsible, among other 'care' provision, for the residential unit.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

This report highlights some strong positives that the school provides for young people resident at the school on a number of levels.

Since the last inspection the school had developed its Statement of Purpose and an accessible children's guide for residents. A number of policies had been re-examined, and were in the process of being examined by the governors.

The ongoing management of young people's behaviour was observed to be working well, with few young people stating difficulties with bullying. A cohesive and practical anti-bullying system was assessed as playing a part of this success. The partnership of care and teaching staff to examine negative behaviour also was seen to assist with the behaviour management programme. This partnership was also demonstrated by mutual staff support when dealing with challenging behaviours from the young people.

The school nurses' influence on creating a more health-conscious school was noted by the inspector, and medication administration was appropriate.

Although problems still exist regarding the residential provision, the separate ensuite bedrooms were assessed as an asset, promoting privacy and increased independence for the young people.

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.

Leadership within the senior team was assessed as being strong, with the Head teacher, Head of Care and the Deputy Head of Care working closely together.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The inspector concluded that the school needed additional paperwork within a number of areas to demonstrate effective working practices. Complaints were not appropriately recorded, and the recordings relating to sanctions and restraints need a lot of work to bring them up to an acceptable standard. Keyworker / minder sessions need recording better alongside other consultation evidences such as house meetings and circletime.

Other paperwork needed better attention from care staff, with care plans there was sufficient evidence within files, yet these had not been sifted sufficiently to clarify the areas required by the Standard. Care files also needed some additional information regarding some areas.

A number of health and safety concerns were raised during the inspection, in addition to those raised last year that were not acted upon. These included the poor recording / completion of fire checks, no window restrictors on windows with a drop of 2 floors in places, lack of evidence of servicing of major appliances, and very hot temperatures at times of bath and shower water.

There were problems with a lack of working locks in the downstairs toilets, leading to a lack of privacy, and a need for the windows to be replaced due to their poor repair.

Checks on recruitment practices showed evidence of a member staff working with children despite a lack of either CRB check having been completed, or a credible independent reference, this member of staff had worked in the school for some time prior to the inspection. Other examples of the lack of appropriate recruitment checks were found.

Staff supervision needs to be of a higher priority, while although some staff stated that they felt supported by senior staff, the lack of ability to discuss their own or the young peoples development needed attention.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Overall the inspector found that the residential provision worked well for the young people, though , unfortunately, records did not demonstrate this as much as they should. With the majority of information for the unit being kept within one log book, and not transferred into individual young peoples files, good work that was being completed was often hard to find. As such the senior staff will have to work hard at clarifying recording systems to allow for such information to be collated, alongside ensuring accuracy and the ability to audit behaviours e.g. with sanctions and restraints.

The care staff team were found to be working well together, and offered 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.

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 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.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

--

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
1	RS3	A telephone will be provided for pupils to use to make and receive telephone calls without staff permission.	To form part of the action plan.
2	RS4	The school's complaints procedure will be reviewed and updated in accordance with the standard for 'Complaints and Representations Procedures'.	As above
3	RS5	Internal child protection procedures will be produced that reflect the purpose and organisational structure of the school, and which are approved by the Area Child Protection Committee.	As above
4	RS8	A written policy will be produced that reflects the requirements of the standard for 'Absence of a Child Without Authority'.	As above

5	RS10	Written guidance regarding the school's approved methods for the physical restraint of pupils will describe the techniques that have been approved.	As above
6	RS10	A bound and numbered book will be introduced for recording the required details of punishments administered	As above
7	RS10	A bound and numbered book will be introduced for recording the required details of the use of physical intervention	As above
8	RS14	A policy on promoting the health of children, together with written guidance, will be produced.	As above
9	RS14	A written record for the unit, as opposed to that kept on individual pupils in their files, of medication administered to pupils will be kept and monitored in accordance with the standard.	As above
10	RS17	Where Statements of Special Educational Needs do not contain the information required by the standard, Placement Plans will be drawn up on each child, in accordance with the standard	As above
11	RS18	Children's files will be reviewed and maintained in accordance with the standard.	As above
12	RS19	The system of required general school records will be reviewed and updated in accordance with the standard.	As above
13	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.	As above
14	RS24	Risk assessments will be carried out about: the depth of the soft chippings below the climbing apparatus; regarding the need for such chippings to be placed below the telegraph pole used for climbing by pupils and regarding the frames of disused greenhouses.	As above

15	RS24	<p>The following steps will be taken with regard to Home 2:</p> <ul style="list-style-type: none"> • Rotting window frames will be repaired or replaced • Window frames will be repainted • First floor windows that open wide enough for a pupil to climb out of will, subject to Fire Brigade approval, be fitted with restrictors to allow them to be opened, but prevent pupils climbing out. [This also applies to Home 4 before it is used to accommodate residential pupils]. • The temperature of the radiator in pupil bedroom 2 will be controlled to a safe maximum. • Potential routes by which pupils can climb onto roofs will be subject to fittings and adaptations to prevent pupils climbing onto the roofs. [The same applies to Home 4 before it is used to accommodate residential pupils]. • The cause of the pool of water at the bottom of the steps to the cellar will be remedied. 	As above
16	RS27	<p>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</p>	As above
17	RS33	<p>A visitor is identified to carry out visits on behalf of the governing body and in accordance with the standard regarding the conduct and reporting of those visits.</p>	As above

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	RS1	The children's guide to include information relating to the NCSC / Commission for Social Care Inspection. The children's guide to be a true reflection of the facilities available within the residential unit.	To form part of the action plan unless otherwise stated
2	RS2	Information regarding consultation with parents to be recorded appropriately within individual young peoples files.	In action plan
3	RS3	The toilets need appropriate locks to ensure sufficient privacy.	By end April 2004
4	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 inspection	In action plan
5	RS4	The school's complaints procedure will be reviewed and updated in accordance with the standard for 'Complaints and Representations Procedures'. This was a requirement at the last inspection	In action plan
6	RS4	A specific complaints book to be kept allowing for appropriate auditing of complaints to take place including a response to complaints.	In action plan

7	RS5	Internal child protection procedures will be produced that reflect the purpose and organisational structure of the school, and which are approved by the Area Child Protection Committee. This was a requirement at the last inspection	In action plan
8	RS8	A written policy will be produced that reflects the requirements of the standard for 'Absence of a Child Without Authority'. This was a requirement at the last inspection	In action plan
9	RS10	Written guidance regarding the school's approved methods for the physical restraint of pupils will describe the techniques that have been approved. This was a requirement at the last inspection	In action plan
10	RS10	A bound and numbered book will be introduced for recording the required details of punishments administered This was a requirement at the last inspection	By end April 2004
11	RS10	A bound and numbered book will be introduced for recording the required details of the use of physical intervention This was a requirement at the last inspection	By end April 2004
12	RS14	A policy on promoting the health of children, together with written guidance, will be produced. This was a requirement at the last inspection	In action plan
13	RS14	A written record for the unit, as opposed to that kept on individual pupils in their files, of medication administered to pupils will be kept and monitored in accordance with the standard. This was a requirement at the last inspection	In action plan
14	RS14	A member of staff who is trained in first aid to be on duty at all times. The policy regarding medication administration to be drawn up in line with the Standard.	By end April 2004 In action plan

15	RS17	Where Statements of Special Educational Needs do not contain the information required by the standard, Placement Plans will be drawn up on each child, in accordance with the standard This was a requirement at the last inspection	In action plan
16	RS17	Evidence to be available regarding the keyworker / minder system within the residential unit.	In action plan
17	RS18	Children's files will be reviewed and maintained in accordance with the standard. This was a requirement at the last inspection	In action plan
18	RS18	Staff to be aware of information recorded within files.	In action plan
19	RS19	The system of required general school records will be reviewed and updated in accordance with the standard. This was a requirement at the last inspection	In action plan
20	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	In action plan
21	RS23	The system of auditory monitoring bedroom doors to be agreed within placement plans and with acceptance from parents.	By end May 2004
22	RS24	Risk assessments will be carried out about: the depth of the soft chippings below the climbing apparatus; regarding the need for such chippings to be placed below the telegraph pole used for climbing by pupils and regarding the frames of disused greenhouses. This was a requirement at the last inspection	In action plan

23	RS24	<p>The following steps will be taken with regard to Home 2:</p> <ul style="list-style-type: none"> • Rotting window frames will be repaired or replaced • Window frames will be repainted • First floor windows that open wide enough for a pupil to climb out of will, subject to Fire Brigade approval, be fitted with restrictors to allow them to be opened, but prevent pupils climbing out. [This also applies to Home 4 before it is used to accommodate residential pupils]. • The temperature of the radiator in pupil bedroom 2 will be controlled to a safe maximum. • Potential routes by which pupils can climb onto roofs will be subject to fittings and adaptations to prevent pupils climbing onto the roofs. [The same applies to Home 4 before it is used to accommodate residential pupils]. • The cause of the pool of water at the bottom of the steps to the cellar will be remedied. <p>This was a requirement at the last inspection</p>	<p>In action plan</p> <p>In action plan</p> <p>By end April 2004</p> <p>By end May 2004</p> <p>In action plan</p> <p>In action plan</p>
24	RS24	Evidence of graffiti to be removed from young peoples bedrooms.	In action plan
25	RS25	Water temperatures to be reduced to an acceptable level.	By end April 2004
26	RS26	<p>Evidence needs to be available relating to;</p> <ul style="list-style-type: none"> - Gas inspection report - Portable Appliance Testing - 5 year electrical survey - All regular fire testings and training of staff, alongside a record of fire system servicing. <p>All COSHH items to be appropriately stored when not in use</p> <p>The steps from the rear of home 2 towards the playing area to be made safe.</p>	<p>In action plan</p> <p>By end April 2004</p> <p>By end April 2004</p> <p>In action plan</p>

27	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	In action plan
28	RS27	All staff need to have CRB checks completed before working with children on their own.	By end April 2004
29	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 In action plan
30	RS31	All parents to receive information as stated within Standard 31.10.	In action plan
31	RS33	A visitor is identified to carry out visits on behalf of the governing body and in accordance with the standard regarding the conduct and reporting of those visits. This was a requirement at the last inspection	In action plan

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
	RS2	Additional evidence of the ongoing consultation processes within the unit should be kept.

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	NO
• 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	NO
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	10/2/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	35
Number of Inspector Days spent on site	4

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**

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 NCSC 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?	2
---------------------------	---------------	---

The school had developed an appropriate Statement of Purpose following the last inspection, this included those expected areas required from the Standard. The Statement was assessed as working well alongside the policies and procedures for both the school and the residential provision.

The school had also produced an appropriate residents guide that was accessible for the young people. This did contain some information that the young people stated was not current practice i.e. the allowing of televisions in bedrooms. The guide did not contain information regarding how to contact the NCSC.

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?	2
---------------------------	---------------	---

Consultation with young people was observed as being completed on a continual and professional basis. This was demonstrated within a number of recordings including pupil consultation meetings and reviews. Consultation with the young people was also observed within the end of the day 'contract meeting'.

Evidence of parental consultation was recorded within the daily log book, although this was difficult to see at a glance and was not recorded additionally within the individual young peoples files.

The young people that were spoken to stated that they had occasional meetings with their keyworkers to discuss a range of issues including how they were progressing at the school, again there was a lack of evidence of these consultations taking place.

The inspector considered that additional evidence of consultation could be made available if minutes were recorded of some contract meetings that addressed issues within the home. Circle time sessions were also assessed as being a possible source of good evidence to show consultation, although again these were not recorded.

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

The school had developed new policies and procedures relating to privacy and confidentiality, these were appropriate to meet the requirements of the Standard.

All of the young people had separate ensuite facilities, thus allowing a good level of privacy for bathing and toilets. The inspector noted however, that of the two available toilets downstairs one had a damaged door and one did not have a workable lock. Therefore if a young person required the toilet during the day they would have to ask staff to unlock their bedrooms. This is not appropriate. There were urinals available within the downstairs toilet area.

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 and young people did state that young people were allowed to use their mobile phones in the evenings for private calls.

Staff were observed respecting young peoples dignity and privacy in their bedrooms. Records were stored within a lockable office where the young people did not have free access to.

There was no area provided within the home that parents or guardians could meet with the young people in private. 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.

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?**

2

The policy with regard to complaints had been re-examined since the last inspection, and this was discussed with senior staff due to amendments still being necessary. The policy lacked an awareness of the ability of parents and young people to be able to contact the NCSC to complain about the service being provided. There was also a need for the timescale of 24 hours for a complaint to be thoroughly investigated to be increased, as this was assessed as being unpractical in some instances.

The deputy head teacher, through consultation with the head of care, oversees the complaints procedure within the school and residential provision. Staff and young people were aware of the ability to make complaints to the deputy head. The inspector met with the deputy head and discussed the way that complaints were dealt with, this led to the conclusion that the complaints system was sound but had short fallings in its execution. There was an inability to audit complaints due to these being recorded purely within individual young peoples or staff files and there was no separate record of complaints.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

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 schools' policy relating to child protection, although being in line with ACPC guidelines, was due for renewal at the time of the inspection. This will then include 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

20 %

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 the NCSC of issues regarding child protection.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC 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

0

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 regard to pupils being absent without consent did not contain all the necessary areas as specified within the Standard and was due for re-examination at the time of the inspection.</p> <p>Records relating to the those young people who did abscond were not recorded separately within young peoples files, or within a dedicated system and were not therefore easy to audit, monitor, or create a clear picture of possible patterns of absconding. Although the school did operate a computer program that logged absconding during the school day, this was not continued during the evenings.</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:		X

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
---------------------------	---------------	---

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.

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?

1

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.

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. The inspection highlighted the PAMOVA trainer as not being accredited by the British Institute for Learning Difficulties, as was thought by senior staff, who stated that they would attempt to rectify this situation. Additional training was given to staff in de-escalation techniques.

The unit had a Antecedence Behaviour and Consequence (ABC) log, which was used to record sanctions, this was assessed as being a useful tool for the assessment of behaviours, although in a number of entries information was too basic, and did not relate to additional information other than in the main units log book. If any young person were to ask to examine their own records this would not be able to be done without an awareness of other young peoples sanctions. With sanctions being recorded purely within the ABC log there was a difficulty in being able to analyse trends in individual records. There were a number of recordings within this log that could be assessed as involving restraints, with young people being “escorted to the quiet room”, and therefore an expectation that these be recorded in the appropriate systems.

Within the ABC log sanctions were observed being recorded retrospectively, up to 4 months late in some instances, this could be seen as due to the high awareness that senior staff had in checking the logbooks. However, with the records being checked on a basis above that expected by the Standards the inspector was surprised to see this practice of late entries occurring and not being more strongly commented upon.

Neither the ABC or the physical interventions records conformed to the recommended actions from the last inspection.

The physical interventions were not recorded as prescribed by the Standard, and were not recorded within young peoples files. As with a number of recordings within the unit, the majority of information was collated within the units’ log book, so making a historic analysis difficult, in relation to behaviour, if the young person was to move to a different unit. Records of physical intervention were found to be of a basic level in some instances, with one report being only half completed. There was a lack of clarity with regard to who had written and signed a number of the records of physical interventions.

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 was completing her qualifications for social work.</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?**

3

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 a basic level, with staff often having to negotiate 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. There was some evidence of newspapers being brought into the home as recommended at the last inspection, although these were seen to be read mainly by the staff rather than the young people.

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

The school did not have a specific policy with regard to the health of children, although the school was soon to be presented with the Healthy Schools Award due to the work that had been completed to promote health. The school nurse was stated to be a highly valued resource with relation to the overall promotion and delivery of health care within the school and residential provision, she was not available for interview at the time of the inspection. Specific health plans for young people were also not examined during the inspection due to the nurses absence, as these were not kept within the files that were checked within the residential unit.

The pharmacist inspector examined the medication administration and found that it was appropriate. The policy regarding medication administration was being written in line with the expectations of the NCSC Standards for all Residential Special Schools following the inspection. The unit did not have sufficiently trained staff in first aid for a qualified staff member to be on duty at all time.

The school had good links with specialist medical services including those areas as specified within the Standard. There were records available to evidence that the school had supported young people with dental and opticians appointments.

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 a school catering trainer, who is based in another part of the school campus during the school day. 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
---------------------------	---------------	---

Each child within the home had a care plan, these were assessed as being insufficient as they did not include those necessary areas as stated within the Standard. The majority of the required information for the care plans was however found within differing areas of the individual young peoples files. The inspector suggested that the care plans be re-examined and that this available information be used within a clearer plan.

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?****2**

The majority of required information as expected by the Standard was evidenced within the individual young peoples files. Those areas not able to be evidenced included;

- visits to the young person
- sanctions / incidents involving restraints
- accidents
- absence without authority
- medication administration including paracetamol.

Not all young people that were spoken to were aware of their ability to read their own files. Some information that was contained within the files could be deemed as 3rd party and would therefore not to be allowed to be accessed.

The inspector was able to evidence some information within the files that had not been read fully by staff, this was shown with staff writing within the log book of being unaware of review information.

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?****2**

A number of records are kept by the school, but these do not, in all respects, fulfil the expectations of the standard, in terms of the range of information that is to be kept. There is a satisfactory diary of events and menu record. The computerised pupil register does not include details of where the pupil went on leaving the school. The staff duty roster needs to be kept up to date with details of any changes, even though the 'model' roster is the one that usually transpires in practice. There needs to be a review of the Residential unit records in the light of the standard [19.2].

Good practice was demonstrated by senior staff who read and countersign residential unit records on a regular basis.

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

Young people stated that they were allowed access to parents when required and also to other family members. As expected 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. This needs to be recorded appropriately within individual young peoples files as stated within Standard 18.

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

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.

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
---------------------------	---------------	---

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.

A new system of security gates was being installed at the time of the inspection, and the inspector considered this as being a positive addition to the security of the site. The system of visitors badges suggested at the last inspection had not 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 not been completed and were therefore still outstanding and need to be rectified within Home 2 :

- 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.
- Some of the first floor windows open too wide enabling pupils, if they wished, to climb out of them. Some of these windows also open onto potential climbing routes, such as drainpipes and flat roofs, so presenting a potentially dangerous temptation to these pupils. Devices or blocks should be fitted to restrict the extent to which the windows can be opened. The devices or blocks should be aesthetically acceptable.
- The radiator in Bedroom 2 was too hot to touch.
- There are two other potential climbing routes on the outside of the building. The first is onto a flat roof next to a fire escape, and the second is via a flat roof to the rear of the building onto pitched roofs. Broken tiles in that area suggest that pupils have, in the past, climbed onto those roofs. Steps need to be taken to block access to those roofs to prevent a pupil falling.
- On the outside of the building, at the bottom of some steps leading to a cellar, a pool of still water had collected.
- Some of the upholstered dining room chairs need cleaning or replacing. If the latter choice is made the Inspector would recommend that upholstered versions are chosen again, as these help counter an institutional appearance.
- The laundry is accessed via the unit kitchen. The Inspector advises that the views of the Environmental health Officer are obtained regarding any possibility of cross infection. The Inspector noted that covered bins are currently used to transport pupils soiled laundry, and so the risk may be minimal.

The inspector did not examine the provision within Home 4 due to there being no development within this area since the last inspection, and it not being used for residence since this time.

Bedrooms were assessed as being of a good standard, although were let down by graffiti in the majority of bedrooms, and the presence of a large amount of old blu-tac within bedroom in particular. There was some evidence of personalisation of bedrooms, although this was limited. 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, and wanted an ability to choose their own quilt covers.

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?**

2

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. However there was a large variance in water temperature, with the inspector recording temperatures of up to 60°C.

As stated within Standard 3, the downstairs toilet facilities needed attention.

The facilities within Home 4 were not examined due to the home not being used for residential provision.

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?**

1

The inspector assessed that a low priority had been given to health and safety due to there being an inability to evidence a number of key inspection reports and checks;

- No gas inspection report.
- No Portable Appliance Testing record for electrical items.
- No record of any 5 year electrical survey
- No appropriate and up to date record of fire alarm tests, lighting tests, fire training records, or fire survey being completed by the fire service.
- A number of COSHH items observed within the unit while not being used.
- Windows being unrestricted (as stated in St 24)
- Water temperatures too high (as stated in St 25)
- Steps from the rear of Home 2 to the field were assessed as being unsafe and needing remedying.

An explanation of the absence of these documents may have been the absence of the school bursar during the inspection. Although some of these documents were requested again following the inspection and were not available.

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?

1

Some of the staff files were sampled, with increased weight being placed on staff that had been recruited since the April 2002 and the implementation of the Standards. As with last years inspection report, Criminal Record Bureau disclosure documents 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.

There were a number of files that did not contain the required information, with some only having the most basic of information. The most common areas of missing information were the lack of interview notes, lack of proof of identification, and lack of two references or verification of these. The inspector was concerned that a member of staff was working with young people where no CRB check had been confirmed as clear, no credible reference had been received, and only two of the ten vetting requirements had been completed.

Total number of care staff:	4	Number of care staff who left in last 12 months:	0
------------------------------------	---	---	---

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 by 2 staff being off for long periods of time, with 1 still off 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 each member 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.

Induction training had improved since the last inspection and included those areas including child protection as stated within the last inspection report.

Some social work students used the school as part of their training as a placement, with supervision being offered by the deputy Head of Care. These students were also assessed as being a positive part of the school, with their ability to continually examine the school and challenge practice where felt appropriate.

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 inspector spoke to 2 of the social work students on placement who explained how support was offered by the deputy Head of Care.

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. The school also offered access to external counselling services to staff.

Formal supervision of staff was poor with the Standard not being met, with staff describing insufficient timescales between supervision meetings. A number of staff also described the quality of supervision received as being poor, with one example stating that they felt poorly supported by their senior staff.

The staff did not have an annual appraisal system, although this was reported to be being rolled out following the inspection.

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?

2

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.

There was a lack of evidence to show that parents were fully informed of current policies and procedures regarding child protection, anti-bullying, and complaints other than through the children's guide to the unit. Parents also need to be aware of the role of the NCSC / CSCI.

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

90 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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?**

3

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 as strong a commitment to the residential provision as the last.

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. Notably some key areas were not checked appropriately as have been stated within this report including staff recruitment and fire drills.

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?**

1

As with last year, this Standard had not been met and the school needs to develop this area of checking appropriately.

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 10th February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

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 within one month, 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

NO

Action plan covers all the statutory requirements in a timely fashion

NO

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

Provider has declined to provide an action plan

YES

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.