



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Linden Lodge School**

**61 Princes Way  
London  
SW19 6JB**

*Lead Inspector*  
Emma Dove

*Announced Inspection*  
17th January 2006      10:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

**Name of school** Linden Lodge School

**Address** 61 Princes Way  
London  
SW19 6JB

**Telephone number** 020 8788 0107

**Fax number** 020 8780 2712

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Mr Roger Legate

**Name of Head** Mr Roger Legate

**Name of Head of Care** Ms Angie Thompson

**Age range of residential  
pupils** 6-19

**Date of last welfare  
inspection** 18, 19 & 21/01/05

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

Linden Lodge School is owned and managed by Wandsworth Education Authority. It is a specialist regional resource, which provides education for ninety-nine pupils aged 3-19 years with residential places for up to forty-five pupils aged 6-19 years of age covering the twenty-four hour curriculum. Thirty-nine pupils were using the boarding facilities at the time of the inspection.

Pupils can reside at the school from Monday to Friday during term time only.

There are two residential units: School House which can accommodate ten pupils with single, double and three bedded rooms and South House a new purpose built development which has three floors providing thirty five beds in single and double bedrooms. A lift provides access to all floors.

A large number of professionals in addition to teachers and care staff are available at the school, including: a school nurse; doctor; physiotherapists; occupational therapists; speech and language therapists; school social worker; careers officer; mobility officers; classroom support staff; catering, administrative and domestic staff.

The school has extensive facilities available to the boarding pupils that include a soft room with a ball pool, swimming pool, sensory room, a music room, library services with large print, Braille, Moon and picture symbol books, audio tapes, an all weather play area, playground equipment, a computer room, a fitness gym and a woodland walk.

The school is close to local shops, public transport and leisure facilities.

# **SUMMARY**

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

This announced inspection was carried out over ten hours on the 17<sup>th</sup> January 2006 by two regulatory inspectors, twelve hours on the 18<sup>th</sup> January by one regulatory inspector with two hours on the morning of the 20<sup>th</sup> January 2006 by two inspectors. The inspection consisted of examination of records, pupil, parent and staff questionnaires, communal areas of the residential facilities, four bedrooms in one residential unit and five bedrooms in another residential unit, talking to pupils, parents, residential staff, the head of care, teaching staff, the head teacher, the deputy head teacher, therapists, a mobility officer, the school nurse, the cook, the business manager and two school governors. The inspector spoke with sixteen children and young people, eight parents, three teachers, three therapists and six residential staff. The inspection focussed on the residential units, facilities, staff, care and communication.

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

Both residential facilities provide a homely and welcoming environment for pupils. The new purpose built South House has been specifically designed and decorated to best meet pupils needs, paying particular attention to their visual impairment and physical disabilities.

The schools council ensures that pupils are involved in planning and developments at the school.

Pupils receive good health support and have excellent access to health support staff, including the school nurse and therapists.

Good communication between teaching staff and residential staff ensures pupil's education needs are well documented and can be continued by residential staff.

Parents made positive comments regarding the services provided and care their children receive.

Pupils made positive comments regarding the school, residential units, staff, food and leisure facilities available to them.

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

The accessibility of pupil information ensures that all staff have up to date information and can access information to meet pupils needs.

All pupils are involved in meal preparation within the residential units, in readiness for independent living.

The variety of meals served has improved with further developments due to place.

A number of improvements have taken place regarding the premises, with the provision of South House a purpose built residential unit for up to thirty-five pupils.

Facilities for pupils outside of school hours including the swimming pool, hydrotherapy pool, an all weather pitch, gym and games room have been developed and completed since the last inspection of the school.

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

Pupils requested Sky TV and tuck shop facilities, these were discussed with the Head Teacher and Head of Care who are both aware of these requests and are addressing them in consultation with pupils and the dietician

Some areas of School House require attention to ensure it is maintained at a satisfactory standard for pupils. This includes the provision of glass or covering above one door in the unit and improvements to the girls bathroom to ensure it meets pupil's needs.

Consideration should be given to the provision of a second lift in South House and the issues with one lift in the school must be addressed to ensure pupils have access to all areas.

The kitchen in South House has not been used due to issues with extraction, these should be resolved.

Continue to monitor the disturbance to 'on call staff' at night and link with feasibility of waking night staff.

Formalise the system for new staff signing that they have read and understood policies and procedures.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

### 14 & 15

The school promotes good health through appropriate policies, procedures and practices.

Children receive a varied diet, medical and religious dietary needs are met.

### EVIDENCE:

The number of pupils with additional and complex health needs attending the school is increasing, systems are in place to ensure that individuals needs can be met by staff at the school.

A nurse, employed through the local Primary Care Trust, is based at the school, providing support, guidance and training to residential, teaching and support staff in medication and health related issues. The nurse also provides training, information and support to pupils regarding health and sex education and is involved in developing the 'Good Citizen' training for pupils.

Case files examined contain information regarding individual pupils health needs. The nurse trains staff in emergency procedures for individual pupils, ensuring sufficient staff have the skills and knowledge to meet pupils health needs.

Eight residential staff have completed training in the use of first aid.

Medication is appropriately stored and recorded at the school. Parents are responsible for sending medication to the school and for keeping the nurse and residential staff updated with changes in medication and health conditions.

Pupils who are unwell usually return home rather than remain at the residential accommodation.

Pupils receive three meals a day with drinks and snacks provided between meals. Pupils take meals in the school dining room and in the residential units. All pupils have the opportunity to prepare an evening meal with staff support. Mealtimes are well organised with two sittings to accommodate all pupils. The school dining room remains small and can be crowded and noisy at times. Very good links are in place with medical professionals to support pupils and staff with eating issues. Therapists and the school nurse are involved in

training staff on individual pupil's eating and dietary needs and assistance with eating was observed to be appropriately managed.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

### **3, 4, 5, 6, 7, 8, 10, 26 & 27**

Pupils health, safety and welfare are protected and promoted by policies and practices in place at the school.

## **EVIDENCE:**

Appropriate policies regarding privacy, complaints, child protection, bullying, absence without authority, behaviour management and health and safety are in place. Staff demonstrated a good understanding of policies, procedures and their responsibilities regarding pupil's privacy, responding to allegations of abuse, behaviour management and health and safety.

Staff have guidance regarding maintaining pupils privacy and dignity. The inspectors raised an issue regarding the terminology of incontinence pads,

which will be addressed. Pupils did not raise issues regarding privacy and dignity.

Pupils said that they would speak to staff, the head of care or their parents if they had any problems at the school. Parents who spoke with the inspector were aware of how to make a complaint and had either not needed to or have raised issues, which have been addressed by the school. No complaints have been received regarding the residential provision of the school since the last inspection.

The London Child Protection Guidelines are available to staff at the school with a school policy in place. Nine residential staff have completed training in child protection. Four staff are responsible for co-ordinating child protection issues at the school and all staff are informed of this during their induction. No child protection issues have been raised since the last inspection.

The head of care and staff reported that traditional forms of bullying are not an issue at the school, however some pupils present challenging behaviours which may lead to risk situations. Staff have completed training in behaviour management and new staff are informed of how to manage individuals pupils behaviours to maintain pupils and staffs health and safety. Pupils did not raise issues regarding bullying.

Staff reported that there are no issues regarding pupils being missing from the school without permission but should this occur guidelines are in place. Digipads are in place to maintain security of the school site. Some pupils reported that they are aware of the codes to enter residential premises, which is appropriate. Some pupils continue to have a high proportion of authorised absence due to ill health and medical appointments.

The head of care reported that policies and procedures regarding control, discipline and restraint are the same as at the last inspection. Four residential staff have completed training in managing challenging behaviour and restraint. Residential staff reported that they continue to respond to pupil's positive behaviour and distract inappropriate behaviours. Care plans give clear guidelines for staff regarding managing individual pupils behaviours. Residential staff have weekly meetings where issues regarding pupils behaviour can be raised and linked with issues experienced during the school day. New initiatives such as 'friend of the week' have been introduced to encourage pupils to support each other.

Health and safety records are in good order with information required available to staff. Staff and pupils demonstrated understanding of the fire evacuation procedure. The head teacher reported that work is planned to ensure water temperatures are at a safe level for pupils.

Safe staff recruitment practices are in place with records maintained.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

### 12, 13 & 22

Strong links between school and residential staff ensure pupils educational progress is continued in the residential units and pupils have access to a wide range of activities within the school and in the local community. Pupils receive individual support when required.

### EVIDENCE:

Teaching staff reported good links with residential staff on a daily basis when some pupils are escorted to school and through home school diaries also at weekly team meetings and annual educational reviews.

Residential staff demonstrated an awareness of pupil's educational needs and current targets. Pupils reported that they complete homework in school and can access computers in one residential unit. Pupils have access to a library with books transcribed into Braille and talking books. The new residential unit, South House has a training kitchen where pupils take it in turns to make their evening meal preparing for independence. Pupils in School House also take turns at preparing a snack meal.

Pupils comments regarding the school and facilities included: 'they built me a pool'; 'I like the all weather pitch'; 'there are lots of things to do'; 'swimming is great'; 'the play station 2 is good'; 'the disco stuff is good'; 'I chose the fish' and 'I like the art bits and pieces'. Two pupils said 'I get a card, present and cake on my Birthday' and 'we celebrate Birthdays with cake and parties, it's nice'.

The school provides an appropriate range of indoor and outdoor activities for boarding pupils outside of school hours. Pupils access the swimming and hydrotherapy pool, gym, music room, sensory room. Pupils take part in the drumming group, use disco equipment, participate in art and craft sessions as well as the using the play station, pool table, television and listening to music

whist residing at the school. Community activities include attending a local youth club, Scouts, shopping, bowling and local cafes. There is a balance between free time and organised activities for pupils with a drink and cake after school, homework and evening meal with organised activities after. Staff also reported that they balance independence and pupils safety.

Pupils receive support in line with their assessed needs. Speech therapists, physiotherapists and occupational therapists work with pupils at the school with some sessions now taking place while pupils are using the residential units. Therapists who spoke with the inspector reported that they are available to teaching and residential staff one morning a week to offer advice and support. Each pupil has a therapy folder which travels around the school and residential units with them to ensure all staff follow specific programmes.

Staffing levels were observed to be appropriate to meet pupils individual and group needs. The number of additional 'one to one' staff provided in the residential units has increased to ensure pupil's needs are fully met.

Pupil's communication needs are assessed and equipment is provided to ensure pupils are able to communicate their needs and wishes. Staff reported that they receive training in communication with a recent two-day training in Makaton, which is the sign language a number of pupils use. Some pupils use 'talkers' which are maintained by the school and staff who work with these pupils are trained in how to use them. Other pupils use Braille and have good access to appropriate reading and educational material. A counsellor is available to pupils at the school.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

### 2, 9, 11, 17 & 20

Pupils are encouraged and supported to make decisions regarding their lives and to be involved in the development of the school. Relationships between pupils and staff were observed to be positive. Pupils attend the school after a full detailed assessment and then have a planned admission to the residential units with transition plans developed for all pupils preparing to leave the school. Care plans are developed including how pupils needs will be met, however some care plans could be more detailed with actions staff should take. Pupils are able to maintain contact with their parents during their stay at the school.

### EVIDENCE:

An active schools council meets on a regular basis. Pupils who are members of the council reported that they have influenced changes to the school both large and small which have made a difference for pupils.

Pupils are invited to their reviews and participate to their ability. Parents reported that they have watched video footage of their child completing tasks and involved in activities at the school and residential units which gives them a greater understanding of their child's progress and abilities.

Case files include details of pupil's religious, cultural and communication needs. Staff reported that pupils would attend religious services at home and any religious requirements are discussed on admission to ensure they can be met.

Pupils made positive comments regarding residential staff at the school. One pupil said 'staff listen', 'staff help', Relationships were observed to be positive with pupils approaching staff for information and assistance and staff responding appropriately. Residential staff demonstrated detailed knowledge of pupils, their needs and how to meet them.

Pupils care plans are developed initially from information supplied by parents and with pupils and are reviewed and updated by residential staff as required. Care plans examined included details of pupil's personal and family details, contact details, any medical condition and medication taken, communication methods and any communication systems used, support needs and targets. One care plan noted that the pupil 'must be hoisted some of the time' this is not clear information for staff. Two pupils confirmed that they are involved in developing and reviewing their care plan and that they have set goals for the year which they are working towards meeting.

Case files examined included different amounts of information regarding pupils, one file contained a full assessment and one file contained two childcare department reviews. The head of care reported that all pupils have had a full assessment and have annual reviews of their care which are recorded, however this information was not in the files examined but was available at the school in other files. All staff have access to information regarding individual pupils on the computer and care plans are available in pupils bedrooms and pupils carry their therapy files with them.

Pupils are encouraged and enabled to maintain contact with their parents and other family members. Pupils have access to a telephone in both residential units so they can make and receive phone calls to their family and friends. Pupils can meet with parents in private at the school if they wish.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

### 16, 21, 23, 24 & 25

Pupils about to leave care are prepared for the transition. South House provides high quality residential accommodation for pupils and School House is decorated and maintained to a satisfactory standard with the exception one bathroom.

### EVIDENCE:

Pupils bring their clothing from home and have space to store possessions in the residential units.

All pupils are being given the opportunity to prepare light snacks and meals in preparation for independent living. This is a good development for younger pupils.

Pupils were proud of the school and the facilities available to them. Pupils comments regarding the residential facilities included 'having my own room is great', sharing a room with my friends is important' 'I like my room', 'I'm still finding my way around the kitchen' and 'it's nice'.

The new purpose built development of South House provides good quality residential accommodation for up to thirty-five pupils over three floors. Students with mobility difficulties are accommodated on the ground floor where hoist facilities are provided and an assisted bath. One floor is designated for girls and one floor is for boys with the communal areas of both these floors available to both boys and girls and by all pupils using the

residential accommodation. A lift serves all floors of the accommodation ensuring access for pupils, however residential staff and pupils reported that the lift has been out of order at times since the building was first opened. Each floor has bathrooms and showers offering pupils a choice. Both single and double bedrooms are available and pupils confirmed that they had chosen to have a single room or to share. Pupils have been involved in choosing the bed linen and posters for their bedrooms. A staff sleep in room is provided on each floor and a medical room is available on one floor for pupils who may become unwell. A small kitchen/dining room is available on two floors and the third floor contains a larger kitchen, which has been designed for pupils to work with staff in developing meal preparation and cooking skills. The accommodation also includes a well-equipped IT suite, which is used by non-residential staff and pupils during the school day.

School House is the other residential unit, which has been redecorated since the last inspection. Accommodation comprises of a mixture of single, double and three bedded rooms, a lounge, kitchen/dining room, two staff sleep in rooms and two bathrooms. One of the bathrooms needs updating to meet the needs of current pupils and one door to a storage area requires a cover above the door. A classroom has been developed at one end of the accommodation, which residential staff reported is not accessed outside of the school day and is closed off by a door in the mornings to ensure no inappropriate access to residential accommodation.

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

### **1, 18, 19, 28, 29, 30, 31, 32 & 33**

A Statement of purpose is in place, pupils needs and progress are recorded. Records required are maintained in good order with a few exceptions for long standing staff. Pupils receive support for sufficient suitably qualified staff. Strong management structures are in place at the school with good support structures and lines of accountability.

## **EVIDENCE:**

A written Statement of Purpose dated January 2006 was made available for inspection, it is a large document which details what the school sets out to do for pupils and how care is provided in the form of the mission statement, aims and objectives, accommodation, philosophy of care, staff experience and core policies.

Each pupil has a number of files which are securely stored in different areas of the school. Care plans did not include the date pupils commenced at the

school, however the head of care reported that this information is available in pupils main file stored in the school.

Examination of staff records identified that two files contained copies of the individual's identity. No staff files contained a current photograph, staff reported that the photograph is used for the identity badge, which all staff wear whilst on duty at the school. Two staff files contained two written references and two staff files only contained one written reference, staff reported that these staff had been employed at the school for a number of years during which time changes have occurred to the amount of information required regarding an individual prior to employment. All files contained a copy of the application form, the contract of employment and information confirming that a Criminal Records Bureau check had been completed.

Staffing levels in the residential units were observed to be appropriate during the course of the inspection. No issues were raised by pupils or staff regarding staff levels. A core group of residential staff remain at the school with two members of staff retiring in the last year, one member of staff leaving and two members of staff on long term sick leave. Vacant positions and sick leave have been covered by residential staff acting as senior staff and regular agency staff. Some staff raised the issue of being disturbed at night, this was discussed with the head of care and is being recorded, the information will be used with a feasibility study regarding the use of waking night staff at the school.

Residential staff have good access to relevant training to ensure they provide appropriate care to pupils. Two members of staff have completed NVQ to Level 3 and five members of staff have completed a two-year specific training for working with children with profound disabilities and sensory impairment. Therapists and the school nurse are available to provide training for residential staff regarding epilepsy, diabetes and pupils individual eating programmes.

All residential staff reported that they feel supported in the work that they do and that they receive regular supervision. The head of care reported that it remains difficult to provide individual supervision for one to one staff, however senior staff and managers are always available for advice and support. Staff employed to provide one to one support to individual pupils were aware of who to report to and issues which needed reporting on to senior staff, although they do not receive formal one to one supervision every half term.

The head of care reported that she is in the process of completing NVQ to Level 4.

The staffing rota allows time for staff supervision, staff meetings, handovers, record keeping and time with individual and groups of pupils.

Older pupils are not given responsibility over other children at the school, however pupils were observed to be caring and sensitive to other pupils needs.

Appropriate visits are made every term to the residential accommodation with reports available. The management team meet regularly and are aware of issues and develop strategies to deal with them. Staff reported an open environment at the school where comments and suggestions are welcomed and support is readily available.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

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

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

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

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<b>Standard No</b>	<b>Score</b>
<b>2</b>	4
<b>9</b>	4
<b>11</b>	4
<b>17</b>	2
<b>20</b>	4

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<b>Standard No</b>	<b>Score</b>
<b>16</b>	3
<b>21</b>	3
<b>23</b>	3
<b>24</b>	2
<b>25</b>	3

<b>MANAGEMENT</b>	
<b>Standard No</b>	<b>Score</b>
<b>1</b>	3
<b>18</b>	3
<b>19</b>	3
<b>28</b>	4
<b>29</b>	4
<b>30</b>	3
<b>31</b>	4
<b>32</b>	4
<b>33</b>	3

YES

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	26	It is recommended that the issues with one lift in the school are addressed and consideration is given to the provision of a second lift in South House.	
2	17	It is recommended that pupils care plans include more specific details regarding the care individual pupils need.	
3	24	It is recommended that issues with the kitchen in South House are addressed and for one bathroom in School House to be redecorated and adapted to meet pupils needs and for one door to have a cover or board in the area above.	
4	29	It is recommended that a formal system is put in place for new staff to sign that they have read and understood policies and procedures.	
5	30	It is recommended that all staff receive formal one to one supervision each half term.	

## **Commission for Social Care Inspection**

SW London Area Office

Ground Floor

41-47 Hartfield Road

Wimbledon

London

SW19 3RG

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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