



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Baskerville School

**Fellows Lane
Harborne
Birmingham
B17 9TS**

Lead Inspector
Andrew Hewston

Announced Inspection
30th January 2006 09:30

The Commission for Social Care Inspection aims to:

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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Internet address	www.csci.org.uk

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 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

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	Baskerville School
Address	Fellows Lane Harborne Birmingham B17 9TS
Telephone number	0121 303 3525
Fax number	0121 428 2204
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Social Care and Health
Name of Head	Mrs Rosemary Adams
Name of Head of Care	
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

Baskerville School is a day and residential special school, maintained by the City of Birmingham Education Department. It is located in Fellows lane, Harborne, a residential area of Birmingham, close to Harborne centre. It is close to local amenities, and public transport for the city centre and beyond. The school serves the needs of sixty children of secondary school age, all of which having been assessed and having learning difficulties within the autistic spectrum, many having additional learning difficulties and behaviour that may challenge the service. The school has residential accommodation for twenty-four students, staffed by a team of fulltime care staff and staff that work both within the classroom and residential units. The residential provision is split into four main areas including an independent living area. All of the young people have separate bedrooms, and there has been extensive work completed in the accommodation over the past two years to refurbish and redecorate

SUMMARY

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

This inspection was completed over a two-day period by Andrew Hewston and Martha Nethaway.

During the inspection the inspectors met with a variety of staff involved with the school including care and teaching staff, as well as the school nurse.

Children were also spoken to throughout.

Paperwork relating to the residential units recording systems was examined and three children's complete set of school files were looked at.

What the school does well:

The school continues to offer a good residential facility for those children and young people at Baskerville School.

Appropriate systems were in place for medication administration and ensuring a healthy lifestyle was promoted for young people. Meals offered to the young people had good choices and catered for those with differing dietary needs.

Young people were afforded appropriate privacy within the accommodation and records were stored securely in the majority of instances. Systems were in place for the receiving, recording and responding to complaints.

Appropriate systems were in place for the recording of incidents of bullying and absconding, and these were both seen to be responded to well. Recordings of disciplinary measures that required restraint were appropriate and the school was developing an analysis tool for this information.

Health and safety recordings were very good, with the Building Service Supervisor having completed additional training within his role.

The promotion of a more structured bias within the residential units included the ASDAN scheme, and leisure activities were observed being enjoyed by all involved. Support for the young people within residence was offered through a variety of differing structures including a new staff appointment since the last inspection.

The school was assessed as working well with its consultation of young people and their families / carers and offered support when this was possible.

Relationships observed throughout the inspection between young people and staff were good with good staff ratios being responsive to differing needs.

Admissions processes for young people were good.

Care planning for the young people was in place for the young people although this was often seen as being brief. Contact arrangements were appropriate within the school.

The schools accommodation offered the young people comfortable individual rooms, with communal areas being redecorated as part of an ongoing programme.

Some good training had been offered to staff since the last inspection and the team are involved in ongoing development training in the majority of cases.

The schools Head teacher continues to show good leadership and support to the Head of Care.

What has improved since the last inspection?

Following the last inspection the work was completed on the residential accommodation roof, this in turn allowed for redecoration of some of the communal rooms. The storage of COSHH items had improved and evidence was available of staff having completed fire safety training.

Training was completed with relation to child protection and staff were therefore able to give improved responses to questions asked by inspectors with relation to this area.

Recordings of restraints were improved and included within the young peoples files. Additional recordings within the young peoples files were also assessed as having improved.

The school had identified an independent person to offer support to the young people and visit on a regular basis.

What they could do better:

Although training had been completed in child protection, issues were highlighted during the inspection to show that all staff were not fully aware of the possible dangers of not completing appropriate risk assessments and developing strategies to work with young people where concerns exist.

Full and through recruitment practices required some small improvements.

Evidence of supervision of care staff was not sufficient and showed that some staff were not being supported within this formalised structure.

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 or by contacting your local CSCI office.

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Being Healthy

The intended outcomes for these standards are:

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

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

14, 15

Health needs are appropriately addressed, some further work relating to psychological support for young people with specific mental health needs would ensure that all needs are being appropriately met.

EVIDENCE:

The schools medication administration systems were appropriate, these were seen to be regularly audited and reviewed by both Boots and the Headteacher. The school nurse was also seen to be involved with monitoring of the medication within the school.

The school nurse discussed her input into health screening and promotion within both the school and the residential provision. Some staff had completed 1st aid training to ensure that sufficient staff were available at all times who were trained.

Health plans within the young people's files had been updated on a regular basis. Evidence was available of external health appointments being attended although insufficient involvement was noted with Child and Adolescents Mental Health teams, staff stated that this involvement was improving however. The school is working towards the Healthy Schools Award, this will ensure that substantial commitment is given to the health needs of the young people within the school.

The inspector sampled meals within the school both throughout the whole day, and found these were of an acceptable quality. There was evidence of a good choice of meals being provided and a high awareness from the cook of the expectation to meet differing young peoples needs and their expectations at mealtimes. A record was kept of meals that were served.

The majority of meals were still being served in the large main hall, although there had been the development of smaller kitchenette areas for each of the residential units to enable them to prepare hot snacks and drinks.

All breakfasts were served in the individual units, which had sufficient furnishings and cutlery. All mealtimes were assessed as being pleasant occasions, allowing for appropriate socialisation

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

The majority of areas to ensure the ongoing safety and wellbeing of the young people are being appropriately addressed, such as in the areas of complaints, bullying, notifications and absences. Recordings of both child protection and to a lesser degree vetting procedures, do not fully comply with the expectations of the Standard and ensuring the full safety of the young people and staff.

EVIDENCE:

Records were stored securely and safely in the majority of areas of the school. The storage of documents within Acorns unit were assessed as being insufficient and required additional measures to bring these up to an acceptable standard.

Children and young people had access to a telephone although there was limited information around this relating to additional help lines that they may wish to access. Some concerns were raised by staff relating to the abuse of this telephone although managers were confident that this was being accessed appropriately by the vast majority of young people. Systems were in place for complaints to be made within the school with each unit having a record of received complaints. These were appropriately recorded and included the reporting of outcomes where possible. The inspectors suggested that full names be used within these recording systems in all instances. Complaints were reported to be collated and assessed on a half termly basis. Evidence was available to show that parents were aware of the complaints system and had accessed this. No complaints had been reported to the Commission with relation to the school.

The school had appropriate policies regarding child protection. Staff had completed training in child protection since the last inspection and were able to accurately describe correct responses to receiving allegations of abuse or having suspicion of this occurring.

Some inconsistencies were noted regarding the clarity that Birmingham Social Care and Health had put forwards relating to child protection thresholds. This appeared to cause some confusion for staff relating to reportable instances. This may be able to be decreased with increased links with other agencies concerned with child protection as stated within Standard 5.9.

Inspectors noted that the majority of child protection instances related to a very limited range of children. Assessments relating to such behaviour within individual files were not full or thorough and therefore placed other young people and adults at risk.

Child protection issues were reported by the Head of Care to have been sufficiently resolved, although additional information showed that this had not been the case. Concerns were therefore raised regarding either a lack of structured school communications or inappropriate mechanisms to fully ensure that allegations were being dealt with thoroughly.

Sufficient risk assessments and strategies were not in place relating to working with at least one young person, this left other young people, staff and at one point inspectors, vulnerable. A child protection allegation made at the time of the inspection showed that clear assessments and strategies needed to be in place.

The school was working with the Inappropriate Sexualised Behaviour team with relation to at least one young person.

The school and residential units had good anti bullying policies and a basic accessible policy for the children written by the children's own school forum. Staff had received some training with regard to bullying. Staff were able to discuss the difficulties associated with defining bullying in relation to the challenging behaviour that some of the children exhibited. As such staff stated that sometimes bullying forms had not been completed, due to the behaviour exhibited being categorised as autistic behaviour rather than bullying. Of the responses to the questionnaires and discussion, there were no reported difficulties within the school relating to bullying.

The Commission had been informed with regard to a range of significant events, including areas in addition to those required by the Standard. This was viewed by the inspector as good practice.

The school had recording sheets to be used when a young person absconded, these were then placed within the young people's files and aided an audit trail of behaviour.

The security system within the school aided the decreasing in absence without permission, and staff that were spoken to stated that they felt the new security measures were appropriate for the school.

All incidents of absconding had been recorded appropriately with sufficient post incident discussions with the young person, and informing of external persons.

Progress had been made relating to the recording of incidents requiring additional measures of control.

Sanctions were appropriately cross referenced although some young people were seen to receive 'double sanctions' with being 'sent away to calm down' and then missing an activity. The school needs to ensure that the sanctions given by night wake staff are fully and appropriately recorded. The school also needs to assess the use of young peoples 'most cherished toys' within a behaviour management system.

Behaviour management recordings were assessed as not being fully in line with the expectations of the Standard although did generate sufficient information as required to ensure the safety of the young people. Information of all staff involved was not fully included within all records of restraint however.

Staff were trained in restraint and breakaway techniques in addition to de-escalation techniques.

Staff were able to discuss differing young peoples behaviours, these were also seen to be discussed within team meetings, in addition to being analysed on a regular basis by senior staff.

The priority given to health and safety within the school was high. The building service supervisor continued to show excellent awareness of the possible risks on site, and had completed training in fire safety. Records relating to all health and safety issues were up to date and clear

Recruitment procedures were acceptable within the majority of the records examined. Evidence was available however of at least one staff member starting prior to their Criminal Records Bureau check having being completed and one staff member had only one reference available. Some good interview notes were noted.

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

Children are appropriately supported with relation to their educational needs within each of the residential units. Arrangements for leisure opportunities also meet the young peoples needs.

EVIDENCE:

The schools 24-hour curriculum provision was assessed as being acceptable with work being underway with the development of the ASDAN scheme for the young people. This was seen to be directed within the school timetable previously but was in the process of transferring to a residential bias. Educational plans were in place for the young people with reviews occurring on a regular basis and Individual Education Plans being update with student targets. There was a good cross over of information between educational and care staff, with 'combi – posts' having a more defined and integrated input in to the residential provision than had been noted at previous inspections.

Young people were observed taking part in a range of planned activities and leisure interests. Young people discussed with the inspector differing activities that they had taken part in and enjoyed, these included swimming, bowling and the cinema. Internally facilities included a snoozelam and the school gym, alongside staffs ability to involve the young people in arts projects.

Part of the schools residential staffing restructuring was the development of a student support co-ordinator, who's role is to focus on a range of structures that young people and their carers / families would be able to access in line with the Every Child Matters agenda. The school was assessed as being proactive in addressing this need in a structured way.

The school had an independent visitor in place that had visited the residential provision twice, this was seen by some staff as being a temporary

arrangement until a more permanent person be appointed. Information of how to contact this person was available within each of the residential areas. Each child had an appointed keyworker.

Support was observed and evidenced in a variety of ways within the residential provision for the young people. The school had access to the nurse on a weekly basis, and there was a good involvement with the speech and language therapist.

No additional therapists were involved within the residential provision without prior authorisation within the care plan.

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

Children and young people are enabled in decision making, with parents also being consulted regarding the running of the residential units more generally. Overall staff relationships with the young people were observed as being positive. Arrangements for admissions to the residential unit were clear.

EVIDENCE:

Consultation with both parents and the young people was seen to be a strength of the school and the school council appeared to have developed since the last inspection. Children's meetings occurred within the differing units, with a range of views being promoted and recorded. An analysis of the school based parental questionnaire that had been completed as part of its consultation process, showed that parents had increased in their expectations of how the school would best be able to meet the needs of their children. These higher expectations were not being fully met at all times however. This was assessed as creating increased pressure on the school to fully meet the differing and complex needs of the young people.

A variety of consultation processes were observed within the residential and school provision. Staff have received training in the use of the Picture Exchange Communication System (PECS) this was observed as being positive for the young people, allowing a greater ability of communication.

The inspector observed positive communication and relationship development with the young people throughout the period of the inspection. Staff were observed setting clear boundaries with regard to acceptable behaviour. Day to day decision making with the young people was observed as showing an appropriate balance between the children's preferences, the practical realities of staffing. Good staffing ratios helped to ensure that staff were available to offer quality time to meet the needs of the young people.

The school had an appropriate admissions policy including visits to the school prior to admission and a range of information being made available for both parents and the pupils. The schools independence training unit was not assessed as offering as full and interactive a role as it could in a structured way.

The schools admissions baseline assessment as required from the parents/carers is good, and did not appear to be too arduous to complete. Good evidence was available to show that the management team examined the impact of admissions on the existing residential groups. A possible restructuring of the residential units, including the girls areas, would need robust and clear risk assessments and planning.

Each child had a pupil profile giving essential information regarding the young people. Placement plans were also available within the children's files and information was seen to include all areas as expected by the Standard. Some information was assessed as being overly concise in some instances, requiring more in-depth clarification of how specific needs would be met within residence. Evidence was available to show that staff within the residential units contributed to the children's reviews.

Staff stated that contact visits within the residential units were encouraged. Contact arrangements were seen to be decided upon entry to the residential unit and kept on file. Records were also available of when contact had occurred for each young person.

The young people in residence all returned home or to residential accommodation at weekends and during the school holidays.

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

Ongoing refurbishment programmes had created increasingly pleasant environments for both young people and staff ensuring satisfactory outcomes for all of these standards.

EVIDENCE:

Children were seen to be able to bring their own clothing into school, and the school allowed these to be worn as appropriate. Sanitary arrangements were observed to be appropriate.

Children are accommodated for a maximum of 4 nights, with clothing pre packed along with other personal effects and toiletries.

Systems were in place to support those young people leaving the care of the local authority on the occasion of them leaving the school. The schools care staff had worked in line with Social Care and Health to promote the needs of the young people who were in the care of the Local Authority and contributed to pathway planning. The new student support worker would be examining their role with relation to leaving care prior to the next inspection.

The school is situated within a residential area close to Harbourne centre, a suburb of Birmingham. There had been no major structural changes in the residential accommodation since the last inspection. The residential provision is divided into four main areas, including girls and independence units. Letters had been sent out to parents requesting the use of alarms on individual's doors. The responses to these letters were stored within the individual young people's files and all examined were in favour of such measures.

The accommodation offered to the young people was of an acceptable standard, with each young person having their own bedroom. There was some evidence of personalisation of bedrooms, although this was limited, due in part to the young people only being in residence a maximum of 4 nights a week in the school term

Communal lounges were available within all of the residential units, all of these were decorated appropriately with some having been redecorated since the last inspection due to the a new roof being fitted on the residential area. The staff sleeping in areas had been moved from the communal offices following a refurbishment of the staff toilet and bath areas.

All of the communal washing areas had liquid soap dispensers fitted to decrease cross contamination difficulties. There were appropriate numbers of baths/showers and toilet facilities for the number of young people in residence. All locks on toilets were appropriate.

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

Management of children's and the schools records were appropriate. Although systems were in place for staff support and training this was not able to be evidenced effectively

EVIDENCE:

The schools Statement of Purpose was examined and assessed as being satisfactory, including all areas as required by the Standard. The school had a children's guide, with good clarity and being accessible to the young people within the residential unit.

The school's Statement of Purpose for the residential unit was not seen as being at conflict with teaching expectations.

All of the required records were in place within individual young peoples files, although some of these records continue to be brief. The inspectors suggest

that a regular self-audit with relation to individual files be completed to increase awareness of those areas that could be strengthened. Recordings were maintained in a timely fashion and recorded the progress of the young people.

The school had records relating to all of the areas within the Standard. Some of these required additional details, such as the school register, although the information required was available within other records.

Information required relating to staff personnel records is reported within Standard 27.

Menus and duty rotas were available for inspection and were appropriate.

Overall staffing at the school is good and ratios enable the young peoples needs and requirements to be met in the majority of instances. Staffing ratios were seen to be highest where the needs of the young people were increased. Staff absence rates had increased slightly since the last inspection, this was also seen to have a direct impact on the ability of one unit to remain fully operational during the inspection.

The school had been through a transition period with the restructuring of staff arrangements to better meet the needs of the young people. Some of these arrangements were still to be fully implemented.

The school had employed a new deputy head of care since the last inspection.

Staff had been involved with a range of training events since the last inspection. There is a planned programme to ensure that the staff team are all trained up to NVQ 3. The training file did require updating to ensure that evidence is available of all courses completed by staff. The inspectors suggested that a more holistic approach to recording staff information be approached including supervision, training, appraisals and development plans. New staff reported that induction in to the school and the residential units was good.

Supervision records examined showed that although some supervision had taken place this was insufficient to meet the half termly criteria. Supervisions missed due to absence were not rescheduled in a timely fashion, with evidence of at least one member of staff suggesting that they had not received supervision for over two terms.

Annual appraisal was reported to have been completed although was not assessed at this inspection.

Records were available of regular staff meetings.

The Head of Care was suitably qualified in line with the expectations of the Standard. As stated within Standard 29 the majority of staff were involved with the NVQ training course, less than 50% of the care staff team were assessed as being suitably qualified.

Staff rotas were examined and found to allow for those requirements stated within Standard 31.5.

The inspector assessed the management of the care staff team as being appropriate to meet the needs of the young people within the school residential unit.

The senior staff team was continuing to develop a system for the monitoring of those areas as stated by the Standard. This monitoring was able to be evidenced.

When inconsistencies were seen to be found by the senior team then records showed that additional training or staff input had taken place.

The governors were seen to take an active and important role within the development of the residential provision. Monitoring of the units had taken place although records suggested that this was not completed on a half termly basis.

SCORING OF OUTCOMES

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

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

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

"N/A" in the standard met box denotes standard not applicable

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

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	2
4	3
5	1
6	4
7	3
8	3
10	2
26	4
27	2

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	3
11	3
17	3
20	3

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

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

Are there any outstanding recommendations from the last inspection?

Yes

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	RS3	Increased security arrangements to be in place for records within the Acorns unit.	31/03/06
2	RS5	Structured communication to be in place with relation to child protection allegations. Appropriate risk assessments and strategies to be in place when concerns of child protection are known	15/03/06
3	RS10	All sanctions to be recorded within the appropriate recording systems This was a recommended action at the last 2 inspections Full staff names to be recorded within additional measures of control recordings.	15/03/06
4	RS27	All recruitment processes to be completed prior to staff starting work within the school.	31/03/06
5		Staff to receive half termly supervision. This was a recommended action at the last inspection	30/04/06
6	RS33	The governing body to visit and provide a report on a half termly basis.	30/04/06

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