



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Longmoor School**

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

*Lead Inspector*  
**Andrew Hewston**

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

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

Those outcomes are:

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

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

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

# SERVICE INFORMATION

<b>Name of school</b>	Longmoor School
<b>Address</b>	Coppice View Road West Midlands B73 6UE
<b>Telephone number</b>	0121 353 7833
<b>Fax number</b>	0121 353 9228
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Birmingham City Council Education Department
<b>Name of Head</b>	Mr Nick Rigby (Acting)
<b>Name of Head of Care</b>	
<b>Age range of residential pupils</b>	
<b>Date of last welfare inspection</b>	

**Brief Description of the School:**

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

# SUMMARY

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

This inspection was completed over a two day period by Andrew Hewston and Llynn Woods.

During the inspection the inspectors met with a variety of staff involved with the school including care and teaching staff. Children were also spoken to and observed throughout.

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

The inspection was completed with an awareness that the school was going through a period of change due to a proposed merger with another special school. The uncertainty that had developed with regard to the future provision of the school had had an effect on the number of referrals to the residential unit. The school had attempted to ensure that residential staff were fully utilised through opening an after school club. This club had stopped at the time of the inspection due to an additional child being placed in residence.

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

The residential provision continues to offer a high standard of care to the children within the school. Staff are aware of the personal preferences of the children and were seen to work well with developing the children's communication skills and promoting independence skills.

Systems to combat bullying behaviours and absence without authority were in place, alongside differing recording systems for daily occurrences, contact and complaints.

The residential units links to the educational provision within the school were good and showed appropriate planning and setting of targets for children. Activities were completed well and a range of support structures external to the school were in place for the children.

The accommodation continued to be good with the lounge and dining areas being used in differing ways to benefit the children. Bedrooms were pleasantly decorated and personalised.

Staff were observed working well together and some support structures were in place for staff development. The acting head teacher and acting head of care both had a good awareness of the care provision within the residential unit.

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

The school had responded to many of the recommendations made at the last inspection. Medication interventions were recorded to a greater degree than had been observed previously and the medication cabinet had been made more secure.

Children's recordings were assessed as having improved in the majority of instances, with evidence of reviews having been completed, contact visits being recorded, and daily recordings becoming more in-depth. Staff had received training in practices such as intimate care and additional measures of control. Staff's appraisals and personal development plans were also being rolled out through the staff team.

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

Improvements were assessed as still needing to be made with the accuracy of medication recording, with some inconsistencies being noted with medications coming into the unit. There was also a need for the development of policies relating to homely remedies and medication given 'when required'. The schools recording and responding to child protection concerns needed to improve with the current recording system being ineffective. The recording of additional measures of control also continues to need development to bring them in line with the expectations of the Standard. The redevelopment of the accommodation requires the fire department to visit the school, this had not occurred and some adjustments were required for some of the fire doors. The school still has no independent visitor for the children, and the visits completed by the governing body need to increase in their frequency. Placement / care planning for the children needs to be consistently good and behaviour planning being appropriately responded to by staff. Reports to increase in their factualness and move away from being too subjective. Although some work was seen to have been completed in staff support through appraisals and professional development planning, these need to be consistent for all staff. All staff need to receive regular supervision.

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**

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Achieving Economic Wellbeing

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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

Although some improvements were noted with relation to medication some practices did not ensure the full safety of the children. Meals supported the expectations of promoting a healthy diet.

## **EVIDENCE:**

Health plans were available within children's files and information was also kept with the school nurse regarding resident children. Records had been completed with regard to accidents or marks noted by the staff team, there were however inconsistencies with the recording of these, with some records within the children's files suggesting entries that should have been recorded within the accidents / marks file.

Staff had received 1<sup>st</sup> aid training a number of years ago, this certification had lapsed at the time of the inspection. Staff reported that this training had been rebooked.

The schools medication cabinet had been adjusted since the last inspection to ensure increased security. Records regarding the amounts of medication coming into the school were inaccurate on two of the medication records examined. Records relating to the medication administered to the children appeared correct however. Medication records within the children's files included medical interventions where necessary. Some of the children had medication that was prescribed to be administered 'as appropriate' and the school needs to devise a policy with regard to these administrations. The school also needs to develop a homely remedies policy for medication not prescribed if these are to be used.

The inspectors enjoyed a number of differing mealtimes with the children, and menus were examined and assessed as being appropriate. Breakfasts and evening meals were taken within the residential unit within a pleasant domestic setting, the lunch was taken with all the school children in the main hall. Appropriate arrangements were made for children with differing dietary needs.

Furnishings were appropriate and the refurbishment of the residential unit allowed the dining area to be used in different ways to meet the needs of the children.

# 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 schools systems for dealing with complaints, child privacy, bullying, and absence without authority were assessed as ensuring the safety of children. Additional improvements were required with child protection recordings, additional measures of control and health and safety issue to ensure all children are kept safe at all times.

## EVIDENCE:

The school had two policies in relation to this Standard, "Appropriate physical contact with children" and "confidentiality" policies. Between these the main required areas as required were assessed as being met. Children's records were stored appropriately with staff sharing knowledge of 3<sup>rd</sup> party information. The units telephone area proved popular with a number of children and was within a semi-private area. Children were able to use their own rooms to meet privately with parents and others. Staff showed an awareness of privacy with regard to intimate care with the children. Staff had received training in intimate care since the last inspection.

The school had an appropriate complaints policy and covered the areas as required by the Standard. A member of staff had specific responsibilities to oversee complaints received by the school. Staff reported that a complaints log had been developed although this was not examined as part of this inspection. An accessible complaints policy had been developed for the children within the unit. Responses from parents showed that they were aware of their ability to complaint to the Commission.

The schools policy relating to child protection had not been sufficiently updated since the last inspection and required all of the areas as stated within the Standard to be included. The schools child protection record did not examine child protection concerns appropriately and was assessed as being more of a record of physical marks noted on children. The schools designated child protection teacher did not have a full and thorough grasp of their role with regard to the receiving and responding to child protection concerns. A child protection concern was assessed at the time of the inspection and responded to by the head teacher. The school had a copy of the ACPC guidelines, although more recent additions needed to be included within these.

The school was found to have an appropriate policy with regard to anti bullying. The residential unit also had, as stated within Standard 1, a children's handbook which was able to be used for children to state that were unhappy. Staff reported that there were no specific issues with relation to children bullying. The units staffing was assessed as being sufficient to be able to respond to incidents of bullying behaviour.

There was a system in place to notify the relevant authorities in the event of an incident stated within the Standard. The inspector was not able to evidence any specific incident requiring notification prior to the inspection.

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

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

The residential units recordings of additional measures of control with regard to sanctions and restraints continue to lack sufficient clarity. Recordings within the Antecedence / Behaviour / Consequence (ABC) log contained possible restraints. Recordings within the restraint log were not fully recorded and were not copied within the children's files. The recording of additional measures of control did not contain the required detail as stated by the Standard. The school was in the process of examining the systems used by other residential schools regarding additional measures of control.

Recordings of expected behaviour management strategies were inappropriately recorded within the ABC log. At least one recording showed that staff were not responding to a child's behaviour in line with their behaviour management plan. The majority of staff had completed additional training in restraint and breakaway techniques since the last inspection.

The schools policy was to be read in conjunction with the schools rewards and sanctions policy, which was draft in 2002 and did not contain all of the areas stated within Standard 10.6 regarding inappropriate sanctions, and 10.7 regarding group sanctions.

The schools site manager was not available at the time of the inspection, the recommended actions suggested at the last inspection therefore continue, with an expectation that the fire service inspect the newly refurbished building. A number of bedroom fire doors did not close automatically into their rebates and evidence was seen of fire doors having being propped open.

Fridge temperatures were recorded appropriately and foods stored were within their timescales. All COSHH items were stored correctly.

No new staff had been recruited since the last inspection, vetting procedure developments could therefore not be noted and the recommendations from the last inspection regarding references are to continue. All Criminal Record Bureau checks could be evidenced.

# 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's enjoyment and promotion of achievement within the school was observed throughout the majority of the inspection. The recruitment of an independent visitor to the school would fully ensure the outcomes of the children in these areas.

## **EVIDENCE:**

Evidence was available to show how residential and teaching staff worked well with ongoing assessed educational provision. Staff had set targets for both educational and non school specific areas for the children.

Parental feedback suggested that the residential provision worked in partnership with the school in meeting the needs of the children. Residential and teaching staff met on a regular basis to discuss individual children. Children were assessed as having access to a range of books and educational aids.

There was evidence of activities being planned on a weekly basis these were considered as offering a good range of differing leisure interests. Children went out for meals on a weekly basis, and cooking was also completed within the unit with children, this was also seen to be planned for most weeks.

Staff stated that the unit occasionally made use of the schools snoozelam area, and the school hall had also been used for activities that needed increased space.

The unit used animal assisted activities well, including appropriate risk assessments and written guidance.

Appropriate support was given to the children in line with their assessed needs. Communication support was observed through the use of PECs, Makaton and Big Macks. The school also had good links with the Speech and Language therapist who visited on a regular basis. The Child and Adolescent Mental Health team had a limited involvement with the school. The school continued to need an independent visitor who is able offer a support for children on a regular basis and fulfil the expectations of the Standard.

# **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

Staff worked well with developing good communications and contact with children and parents / carers. Placement planning required additional clarity to fully ensure children's contributions are realised.

## **EVIDENCE:**

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

Differing communication systems were in use within the unit to enable the children to make short term decisions. All of the children had communication difficulties to a lesser or greater degree. The inspector observed the Picture Exchange Communication system and Big Macks being used effectively. Makaton symbols were used around the unit.

Improved daily recordings for children showed effective communication between the school and home.



Inspectors observed good relationships between all adults and children within the school. Both children and adults were consistent with regard to acceptable behaviour.

The needs of the individual children were observed as being balanced with the needs of the resident group. Children were observed having their individual choices promoted in numerous ways, including activities and meals, while at the same time children enjoyed group activities.

Staff demonstrated a good understanding of the range of differing needs of the children within the unit, often knowing likes and dislikes, and attempted to meet these at all times.

The staff team were assessed by the inspector as being a professional yet caring group of people.

Staff and parents were able to give clear explanations of the systems of admissions to the unit. These included introductory short visits being developed in a structured way towards fuller residency. The school had an appropriate policy regarding admission to the residential provision.

Children and parents were assessed as being supported appropriately with accessing secondary education and appropriate residential provisions.

The school does not accept children on an emergency basis. The proposed merger of Longmoor with The Bridge School was reported to have created some concerns regarding admissions to the residential provision, with a decrease in Longmoor being proposed within Educational Statements.

Each child had a placement plan within its files. Although each of these plans contained the main headings as required by the Standard these varied in detail and substance from good to insufficient. Reports written by staff were assessed as being too subjective in the majority of cases and within most of the files examined these did not show how the residential unit was working to meet the child's needs. Information relating to the turning off of the water supply within one of the childrens rooms was not included within their placement plan.

Review information was not seen within all of the children's files examined.

Each child was assigned a keyworker, although there appeared little evidence of the specific keyworkers input that had been completed on an individual basis recorded within their files.

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

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

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

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

16, 23, 24, 25

The residential accommodation was assessed as being very good and allowed children to enjoy their time at the unit.

## EVIDENCE:

Each child had their own pocket money record and the inspector assessed the use of this by the unit as being acceptable. Children came into residence with their own clothes, which they changed into after school.

The school is situated within a pleasant residential area next to a junior and infant school, and accessed through a secure barrier. The residential unit has access to many of the school areas within the evening including snoozelam, swimming pool, play area outside and school hall.

Summer 2004 saw a complete redesigning of the residential accommodation, this was assessed by the inspector as being a great improvement to the unit. The redesigning created more multifunctional uses of the living / dining area through the use of concertina doors.

There was a better designation of a staff only area, which was the only door that used a high handled door.

The school had been assessed by Birmingham Education Disability Access audit, which praised the upgrading.

One of the children's bedrooms included the use of electronic monitoring.

Appropriate permissions had been sought from parents with relation to this, and were recorded within the children's file.

All of the accommodation for the children had been redesigned during Summer 2004, this removed all of the requirements noted at previous inspections with relation to this Standard. All children had their own bedrooms, which were well personalised and included good use of furnishings. Two of the bedrooms are double sized rooms, although had only used as single rooms due to the nights that children were in residence.

The communal lounge area could be increased due to the use of concertina doors. This allowed staff to extend the area available as a large room to almost three times the original lounge size.

Displays were observed around the accommodation showing differing activities completed by the children.

Lighting and heating within all of the accommodation was appropriate. The staff sleeping in areas is situated close to the children's accommodation.

The unit has two bath areas, one being of a domestic style with over bath shower. Sufficient toilet facilities were available for the children.

Water temperatures were appropriate throughout the 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

Improvements in systems such as supervision, monitoring, and staff appraisals were required to show full managerial support to the staff and children.

## EVIDENCE:

The school had an appropriate Statement of Purpose, this covered all of the areas as required by the Standard. The school only admits those children in line with its Statement of Purpose.

No specific therapeutic or theoretical model is used by the school.

The school needs to develop a Statement that is accessible for the children within the unit.

Children's information continue as required by Standard 18.2 were available in some form within the residential unit either within individual files or within other individualised recording systems such as for the recording of children's pocket money.

Some records continue to be insufficient as reported within Standards 10 and 14 regarding additional measures of control and health respectively.

Additional daily records made by staff relating to individual children continue to show some improvements.

Appropriate general school records were available in the majority of cases. Those areas where records were deficient have been reported within other Standards. The school kept recordings of visitors to the school and the register of children in residence was up to date and complete.

At the time of the inspection the ratio of children to staff exceeded the guidance as specified within DFES circular 11/90. This was assessed as being appropriate due to the highly dependent range of needs of the children. There was still a need for a staffing policy as specified within the Standard, to become part of the units Statement of Purpose. This was a recommendation at the last 2 inspections and it is hoped that this will be finalised when arrangements for the schools merger are completed.

There were arrangements in place for the covering of staff when sickness occurred, with the residential unit developing a small bank of casual staff.

There had been a number of training courses attended by staff since the last inspection, including intimate care and additional measures of control. Staff files showed that they had professional development plans within the majority of files examined. Some regular casual / cover staff had chosen not to complete training, even though courses had an impact on the care given within the unit.

Staff stated that they felt well supported by the senior staff team. Formal supervision records showed that insufficient meetings had taken place within all of the staff files examined. Annual appraisals had been completed within 50% of the files and were assessed as being a developing practice. Staff meetings took place on a weekly basis and good minutes were available of these.

Some staff had completed the NVQ3 course and some were still awaiting their work to be externally verified. The acting head of care was involved in the Registered Managers Award training which is due to be completed in May. The staff group had experienced some sickness since the last inspection but had responded appropriately to this. The Head of Care continues to have a full time involvement with Unison.

Although the Head and acting Head of Care had a good knowledge of the areas requiring monitoring there continued to be a lack of evidence to show that the

actual checks as required by the Standard had taken place. There was no evidence of a system to identify any specific patterns in recordings, or difficulties that were occurring within the unit on a regular basis. This was a recommendation at the two inspections.

There had been two governor visits since the last inspection. Both of these were followed with reports, which gave a brief insight into the work being completed by the staff group with the children. These visits need to be completed on a half termly basis and be unannounced in the majority of cases. The inspector met with the governor involved with completing the visits.

# SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	2
<b>15</b>	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	3
<b>22</b>	2

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	3
<b>21</b>	N/A
<b>23</b>	3
<b>24</b>	4
<b>25</b>	3

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

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	RS14	All medications to be clearly auditable showing medication coming into the school. <b>This was a recommendation at the last inspection. Timescale of 30/04/05 not met.</b>	31/03/06
2		Sufficient staff to have received 1 <sup>st</sup> aid training. The school to develop a policy relating to homely remedies. The school to develop a PRN protocol.	30/06/06
3	RS5	The child protection policy is to be in line with those areas as required within appendix 1. <b>This was a recommendation at the last 2 inspections Timescale of 30/05/05 not met.</b>	31/05/06
4		All child protection concerns to be recorded appropriately within a dedicated recording system	30/04/06



5	RS10	<p>The unit needs to have appropriate policies regarding physical restraint and sanctions, informed by the National Minimum Standards.</p> <p>All sanctions and physical interventions to be recorded within children's files.</p> <p><b>This was a recommendation at the last 2 inspections. Timescale of 30/04/06 not met</b></p>	30/06/06
6	RS10	<p>All sanctions and restraints to be recorded in line with the expectations of the Standard.</p> <p>Staff to respond to behaviour management plans appropriately.</p>	30/03/06
7	RS26	<p>Fire alarms to be tested on a weekly basis</p> <p><b>This was a recommendation at the last 2 inspections. Timescale of 30/04/05 not met.</b></p> <p>The fire authority to inspect the refurbished accommodation.</p> <p><b>This was a recommendation at the last inspection. Timescale of 30/05/05 not met.</b></p>	30/04/06
8		<p>Fire doors to close into their rebates.</p> <p>Fire doors are not to be propped open.</p>	30/03/06
9	RS27	<p>All staff recruited to have evidence of sufficient checks being completed.</p> <p><b>This was a recommendation at the last inspection</b></p> <p>The schools letter requesting references to be in line with the expectations of the Standard.</p>	30/03/06
10	RS22	<p>The school to appoint an independent listener for the resident children.</p> <p><b>This was a recommendation at the last inspection. Timescale of 30/09/05 not met.</b></p>	30/07/06
11	RS28	<p>A staffing policy including those areas stated within Standard 28.2 needs to be developed and included within the Statement of Purpose.</p> <p><b>This was a recommendation at the last 3 inspections. Timescale of 30/07/05 not met.</b></p>	30/07/06

12	RS30	All staff to receive annual appraisal. <b>This was a recommendation at the last 2 inspections. Timescale of 30/10/05 not met.</b>	30/07/06
13		Supervision to take place in line with the Standards and records to be available of these. <b>This was a recommendation at the last inspection. Timescale of 30/05/05 not met</b>	30/05/06
14	RS32	Evidence to be available of appropriate checks having been completed of those areas stated within the Standard. <b>This was a recommendation at the last 2 inspections. Timescale of 30/09/05 not met.</b>	30/06/06
15		Governor's visits to be completed on a half termly basis.	30/06/06

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