

Lindsworth School

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

Inspection dates	22/01/2015	
Overall effectiveness	Good	2
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Good	2
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is good because

- Pupils do better when they have a residential experience. Residence decreases levels of challenging behaviour, increases levels of attendance and increases levels of achievement within school.
- Residential pupils enjoy being at the school and are supported by an experienced and caring staff team. They enjoy a wide range of activities and increase their levels of fitness due to their enjoyment of sports.
- Safeguarding practice is good. Clear arrangements protect residential pupils.
- Behaviour management processes help to decrease challenging behaviour, supporting effective learning and developing residential pupils' awareness of managing their own behaviour.
- Changes in the management of care have led to a more professional approach to the residential provision and increased awareness of the ability of residential pupils to achieve.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

Ofsted carried out this inspection with three hours' notice. Inspection activities included: observation of residential care practice over two evenings in the single residential unit; shared meals and informal discussions with children during activities; meetings and discussions with a range of residential, teaching and therapeutic staff and scrutiny of a wide range of documentation about residence. There was no Parent View information or responses to Ofsted's online surveys. However, the inspector spoke with many children in residence throughout the inspection and made telephone calls to parents. Information was also gained from the local safeguarding board.

Inspection team

Andrew Hewston

Lead social care inspector

Full report

Information about this school

What does the school need to do to improve further?

- Develop care planning to ensure that it is fully in line with the care being provided.
- Review the restraint policy to clarify the rationale for restraint within residence.
- Increase the level of recording of meetings with residential pupils to show the school's response to their views.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential pupils are outstanding. Residential pupils make significant progress at the school. This is due to young people wanting to be in residence, enjoying the structure that a residential placement brings and being with their friends. Residential pupils state that: 'it's just like being on holiday, you get to spend time with your mates, you can put all the problems that might be going on at home behind you, and you still get to learn at school.'

Residential pupils develop confidence and state that they have, 'become more mature and responsible because of being in residence.' This is echoed by parents, one of which stated that: 'he is now better mannered, he can even wash his own clothes and iron them. The school has worked miracles.' Older residents support new younger residents through a peer mentoring scheme, developing a level of responsibility for the mentors and increasing a supportive structure for mentees.

Residence increases young people's level of attendance. Subsequently, residential pupils are progressing at a higher level than day pupils in a range of subjects within school. Teachers highlight that resident pupils are consistently supported throughout their time at the school. The stable residential staff team has allowed residential pupils to develop positive relationships with staff and see them as positive role models.

Residential pupil's health needs are well supported, with staff working with parents in attendance at health appointments. The range of activities on offer allows residential pupils to develop their interest of sports and healthy activities. One residential pupils stated that: 'I think that I'm fitter now because I get to play football most days.'

A structured programme of independence training helps to promote young people's skills for when they leave school and move into a more independent lifestyle.

Quality of residential provision and care

Good

The quality of residential provision and care is good. Residential pupils are consistently and effectively supported and cared for throughout their time within residential and the educational environments. Pastoral support is strong from members of the residential staff and additional continuous support is given by pastoral and learning support staff. At daily after-school meetings, residential pupils examine positive and challenging aspects of their school day, allowing a time for discussion and reflection. These also cover issues within residence: planning for activities and behavioural issues. They are a time for residential pupils to highlight concerns or issues that they may have. Links across school and residence are strong, with staff working across both remits and ensuring a consistency of support to pupils.

All residential pupils have placement plans. These include basic information to meet the expectations of their residential placement. Reviews highlight specific needs and how they are to be responded to. The review assessment is not always transferred into placement planning and therefore does not ensure that residence is consistently focused on responding to freshly identified needs.

Health plans are in place to ensure that the school is aware of individual health concerns from the time of admission into residence. Information regarding medication, allergies and links to other associated health professionals is shared as necessary within the school. Medication is administered by trained staff and there is always a first aider available to respond to emergencies. A speech and language therapist offers support to the residential staff team to

develop effective communication skills for the residential pupils. They also work with pupils on an individual basis. A school nurse visits the school regularly to promote good health for all pupils.

Residential pupils are positive about the food at school and there is always a choice of meals during the school day and evenings. Evening meals are seen as a positive communal activity where staff and young people are able to sit and discuss aspects of their day. This promotes a settled family atmosphere.

A wide range of activities are utilised both on the school site and in the local community. The school is well resourced, with a computer area and large games room which includes an impressive model car track. Good use is made of the school gym and the outdoor football area to promote exercise and a healthy lifestyle. Residential pupils state that they, 'enjoy just being able to play with your mates and the staff in the evening.'

The quality of accommodation is good. All residential pupils have their own bedrooms and staff individualise these to increase pupils' level of belonging and responsibility of their own area. All bedrooms are en-suite, allowing increased privacy and promoting self care. Communal areas are comfortable and well looked after, with designated areas for achievements within school to be displayed. Pupils have access to the kitchen area and are involved with cooking on a regular basis to develop independence skills. A payphone is available at all times for pupils, but the majority use the portable office phone that in private, where appropriate. Information is available to all pupils, on display and within pre-admission information, regarding the independent person who will respond to all residential pupils wishing to raise concerns or discuss aspects of their care. This person also visits the school regularly to meet all residents ensuring that they can raise any concerns face to face.

Residential pupils' safety

Good

Arrangements for ensuring the safety of young people are good. Staff are regularly updated in differing aspects of safeguarding and are fully aware of what to do if they have concerns regarding the welfare of residential pupils. Vetting procedures are robust and clearly follow safer recruitment practices. Residential pupils state that they feel safe and secure within residence due to the on site security and the way the, 'staff always make sure that we are not doing things that will put us in risky situations.'

Safeguarding records are held electronically, with necessary information protection and security. Concerns are responded to effectively and swiftly. The Head of Care works in partnership with local safeguarding boards and other agencies to support child protection. This ensures that there is a consistency in the way that the school works to protect residential pupils.

Bullying behaviour is responded to swiftly and effectively through discussions and 'bridge-building' exercises. Such inputs form part of residential pupils' behaviour management planning, with targets to decrease such issues. Procedures are in place to support residential pupils who may go missing from residence, including working in partnership with the Police. However, no residential pupils have gone missing since the last inspection.

Behaviour within residence is good. A robust computer-based system assists staff to keep track of pupils' behaviour and record their educational achievement and commitment to their work throughout the school day. This system promotes rewards for positive behaviour and highlights problematic areas that are then responded to in the residential provision. Staff are able to systematically assess a range of trends and correlations to further support or challenge pupils who are experiencing difficulties. Records of restraint are appropriate and show that during their stay in residence, incidents of restraint decreases, both within residence and education. Additional clarity is necessary regarding the school policy relating to restraint within residence.

Health and safety checks are completed regularly, including fire checks and drills. A fire risk assessment is in place and actions have been taken to respond to issues raised at the last review. Checks for gas, electricity, portable appliances and water are up to date and ensure safety. Risk assessments relating to trips and areas around the school are fully completed, with a high awareness of the need to keep residential pupils and staff safe.

Leadership and management of the residential provision Good

Leadership of the residential provision is good. The management of residence is strong and staff are experienced and well trained to complete their role. There are sufficient staff in place in the evenings. The residential team includes regular care staff and additional support staff from school who offer an enhanced range of skills and experiences to residential pupils. Communication between all members of staff is regular, ensuring that all staff working with the residential pupils in the evenings are equally aware and able to respond to the young people's needs.

Residence forms an integral part of the schools provision. The interim executive board monitors the provision monthly and reports from these visits form a regular agenda item for board meetings. Developmental points are responded to quickly, showing the Head of Care's enthusiasm to provide a high level of care.

The Head of Care is very aware of the strengths and weaknesses within residence and is working well to respond to issues. An evaluation of residence is in place to further move the provision forward. Records are monitored regularly and give the Head of Care a high level of awareness of on-going issues. The relocation of the Head of Care's office into the residential provision ensures that all residential staff are able to discuss practice issues easily and respond to residential pupils consistently.

Staff are well supported through supervision and appraisal. Minutes of supervision are in place although staff state that they consult, 'on such a regular basis that these meetings are not always necessary.' Residential staff take part in whole-school training and this is tailored to respond to both day and residential pupils. Additional mandatory training relating to residential care is also completed.

Residential pupils' views are regularly sought in formal daily discussions in residence, as well as by dedicated education staff who also offer support in the evenings. Some development is needed of the records of meetings with residential pupils to further show how their views are being responded to. A complaints procedure is in place and residential pupils are very familiar with this. Their complaints are quickly responded to. Weekly reports of pupils progress are sent to parents to ensure that school and home are working in open partnership with each other. One parent stated that, 'I think its great that we can then praise them when they've done well and tell them off when they haven't.'

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	103632
Social care unique reference number	SC017171
DfE registration number	330/7062

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Maintained
Number of boarders on roll	110
Gender of boarders	Boys
Age range of boarders	11 to 16
Headteacher	Mrs Janet Collins
Date of previous boarding inspection	09/07/2013
Telephone number	0121 693 5363
Email address	enquiry@lindsworth.bham.sch.uk

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