

# Lindsworth School

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

Residential provision inspected under the social care common inspection framework

## Information about this residential special school

Lindsworth School is a maintained residential special school catering for boys and girls who have social and/or emotional difficulties. It currently offers education for pupils aged nine to 16 years old. Currently, the school accommodates 116 boys and girls, 10 of whom are residential pupils. Boarding is predominantly offered four nights a week. The residential provision is situated in a large detached house, spread over two floors and located close to the main school. Residential pupils can use the school's sporting facilities during residential time. The residential provision was last inspected in February 2019.

**Inspection dates:** 1 to 3 October 2019

**Overall experiences and progress of children and young people, taking into account** **good**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **good**

The residential special school provides effective services that meet the requirements for good.

**Date of previous inspection:** 26 February 2019

**Overall judgement at last inspection:** good

## **Inspection judgements**

### **Overall experiences and progress of children and young people: good**

Young people are proud of their residential provision and of the progress that they make because of their residential stays. All young people are full of praise and enthusiasm about their residential experience and for the staff who care for them.

Teaching staff come into the residential homes in the evening to help to support the young people with their homework. This support has helped to strengthen young people's academic success in their mathematics, science and their reading. One young person has excelled in his reading because of this support.

Young people can express their views, wishes and feelings. This is helped by staff encouraging young people to participate in matters that affect them. For example, staff enable young people to appropriately discuss issues and to reflect on their school day. Reflective conversations take place with young people after incidents and their views are actively sought about how these incidents should be dealt with. As a result, young people feel that they have control over issues that affect them.

Young people participate in a wide range of stimulating, fun and educational activities. This includes using the school's gym, going swimming, using the games room and participating in a bespoke programme that is aimed at helping young people to build resilience, team building and confidence.

Young people talk with pride about the progress that they have made in developing their independence skills as a result of their residential stays. They have learned how to open a bank account and how to plan a meal and bake cakes.

### **How well children and young people are helped and protected: good**

Staff are highly skilled in understanding the individual needs of each young person. Incidents are rare and there have been no physical interventions or instances of young people going missing from the residential provision since the last inspection.

Staff and young people are clear that there is a zero tolerance to bullying across the whole school community. Young people state that bullying is rare and know who to go to to report any concerns.

All residential staff are now appropriately trained to meet the needs of the young people in their care. Staff receive training to help them to understand contextual safeguarding. This can include county lines and child sexual exploitation. As a result, staff are clear about the actions that they must take to keep young people safe.

Health and safety arrangements in the residential provision are well managed. Routine servicing and checks take place as required. Maintenance is carried out and there is a clear programme in place for ongoing refurbishment and development of the residential service. This includes the refurbished of young people's en-suite bathrooms.

### **The effectiveness of leaders and managers: good**

Leaders and managers have sought external help to make improvements across the residential service. This has included receiving help in developing child-friendly care plans. These are in their infancy and, at present, do not capture all the information that staff need to know about the young person and there is no written evidence that parents have been consulted on these new plans.

Governors have high expectations for staff who care for the young people. One governor commented that they provide a 'secure safe haven' for those who need it. Governors feel confident that they could challenge the senior leadership team and that this would be listened to and actioned.

Staff are positive about their role. They say that they are well supported, and that leaders and managers are very approachable. They feel listened to and enabled to make ongoing improvements. Staff benefit from regular supervision. However, staff supervision notes do not accurately capture discussions with staff on their personal development and their practice.

Staff work well with young people's families. Parents and carers speak with passion about the impact that this service has on their child's development and the positive impact seen at home as a result. One parent told the inspector that, 'They have really helped deal with a personal crisis at home – I couldn't do without them.'

## **What does the residential special school need to do to improve?**

### **Compliance with the national minimum standards for residential special schools**

The school does not meet the following national minimum standard(s) for residential special schools:

- The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child, unless the information is held elsewhere such as in the child's statement of special educational needs or education, health and care plan. The placement plan identifies the needs of that child that the school should meet and specifies how the school will care for the child and promote their welfare on a day to day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable the plan is consistent with the care plan of the placing authority for any child placed by a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible, children in the school are aware of the content of their placement plans, and confirm that the school is providing care for them that is consistent with the plans. (National minimum standards 21.1)

### **Recommendations**

- Ensure that written evidence is kept that parents and carers have agreed the residential care plans.
- Ensure that supervision recordings accurately capture discussions surrounding the staff members' ongoing development and practice.

### **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people using the 'Social care common inspection framework'. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Residential special school details**

**Social care unique reference number:** SC017171

**Headteacher/teacher in charge:** Miss Kay Reid

**Type of school:** Residential Special School

**Telephone number:** 0121 693 5363

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## **Inspectors**

Louise Battersby, social care inspector (lead)

Andrew Waugh, social care inspector



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