



Making Social Care
Better for People

inspection report

Residential Special School (not registered as
a Children's Home)

Fosse Way School

Longfellow Road

Radstock

Bath & N E Somerset

BA3 3AL

. The school has not been previously
formally inspected.

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Fosse Way School

Tel No:

01761 412198

Address

Longfellow Road, Radstock, Bath & N E Somerset, BS3 3AL

Fax No:

Email Address:

Name of Governing body, Person or Authority responsible for the school

Fosseway School

Name of Head

Mr David Gregory

NCSC Classification

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection:

N/A

This was the first inspection conducted by the NCSC since the implementation of the Care Standards Act 2000. The school has not been previously formally inspected.

Date and Time of Inspection Visit		20 th & 21 st May 2003	ID Code
Name of NCSC Inspector	1	Paul Clark	072861
Name of NCSC Inspector	2	Mary Miller	072863
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable)			
Name of any Signer or Interpreter			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Fosse Way School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

This report is a public document.

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Fosse Way School is located in the semi-rural town of Radstock. It currently provides education for 106 students aged 3 –19 years, who have a very broad range of abilities. All students have a statement of special educational needs.

Fosse Way School offers a specialist provision for students with autistic spectrum disorders attracting students from neighbouring LEAs'.

There is residential provision for a maximum of 14 students aged between 11 – 18 years who have autistic spectrum disorders and who may have moderate or severe learning disabilities (there are currently 11 students accommodated, 5 girls and 6 boys).

The accommodation is located in the upper floor of a school wing, which has three access stairways. It is therefore not accessible for students who are wheelchair users or who have mobility requirements.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school has an impressive array of policies and procedures, which are clearly written and appropriately reviewed.

The weekly programme of student boarders activities is extensive and varied and are planned in consultation with the students.

All information documents provided for students are constructed in both a written and symbol format emphasising the schools commitment to appropriate forms of communication

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There have been several recommendations made in this Report to ensure that the school informs students, their families and other stakeholders of their right to contact the NCSC directly. Also, of the schools responsibility to notify the NCSC about any event affecting the wellbeing of students.

The girls bathroom facilities require early attention.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

From observation, scrutiny of records and policies, and from discussion with staff, students their families and other stakeholders the Inspectors formed the view that Fosse Way School provides a positive residential experience for its boarders and that this provision is delivered by a professional and caring staff and management group.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION		
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.		
No	Standard*	Recommended Action
1	1	It is recommended that the Statement of Purpose includes a statement about the gender mix of boarders accommodated. Also, it should inform its readers that the school is unable to provide accommodation for wheelchair users or those with mobility needs.
2	4	Documents containing the school's 'Complaints Procedure' do not inform the reader of the contact details of the NCSC.
3	4	It is recommended that the school inform the NCSC whenever a complaint is received.
4	5	Whilst the school has a clearly written policy on Child Protection it does not inform the reader of the need to notify the NCSC of any child protection enquiry, or contain the contact details of the NCSC and it is recommended that this be done.
5	8	The school does not have a written policy in place on action to be taken in the event of a child going missing. It is recommended that a written policy is immediately constructed which is in line with Standard 8 of the NMS and that this be made known to all staff and copy of the policy be prominently displayed.
6	15	It is recommended that menu plans are not changed after young people have made their meal choices. It is further recommended that as part of the quality assurance and monitoring of welfare, the appointed governing body representative who visits the school includes the meals provision as part of their half termly report in line with National Minimum Standard 33.

7	22	It is recommended that the school identify a member of the Board of Governors, or some other interested body, to conduct the support described in Standard 22.8 with regard to the provision of independent support for any child who does not have parental support.
8	23	It is recommended that the provision of the girls bathroom and toilet facilities is addressed within 6 months to ensure that it is at least of a level that is equal to the standard that is provided for the boys.
9	24	Many of the radiators in the children's bedrooms have loose covers which are sharp and which constitute a risk of harm should children play with them. It is recommended that these are replaced and made secure within 6 months.
10	24	It was noted that several of the window latches in children's bedrooms were broken and fixed in a closed position to ensure that the children did not suffer from drafts. It is recommended that these are repaired or replaced within 6 months.
11	24	It was noted that in one of the boys bedrooms there were an array of redundant telephone wires. It is recommended that these are removed by an appropriate authority within 6 months and the room redecorated accordingly.
12	24	Should the school intend to use the double bedroom (currently being used as a training room) as a bedroom in the future, it is recommended that it is decorated and furnished appropriately and used only as a single bedroom (Standard 24.5)
13	26	It was noted that a Fire Officer has not inspected the Hostel since October 2001 and it is recommended that such a visit is requested annually.
14	26	Following an inspection from the Environmental Health Officer several requirements have been made about the standard of hygiene control in the school's kitchen. It is recommended that these requirements are complied with forthwith.
15	27	It is recommended that all staff employed at the school before April 2002 undertake CRB checks as soon as possible.
16	29	A staff induction programme was seen to be in place. However, this did not contain all of the items listed in Appendixes 2 & 3 of the NMS and it is recommended that the programme is extended to include these.
17	29	Not all staff have received training in Child Protection or on the schools Complaints Procedure and is recommended that all staff are trained in these areas.
18	30	It is recommended that all staff receive at least one and a half hours one to one supervision from a senior member of staff each half term.
19	30	The care team carries out team meetings once a term. It is recommended that these are carried out at least monthly.
20	33	It is recommended that a visit and report (as recommended in Standard 33) be carried out within 6 weeks from the date of this Inspection Report.

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	1	It was noted that the school describes the residential accommodation as the 'Hostel' and an advisory recommendation is made that the school (in consultation with the students and their families) consider a less institutional name.
2	3	An advisory recommendation is made that the school consider the provision of a 'remote' telephone which students can take to their rooms to afford more privacy.
3	5	An advisory recommendation is made that a signed and dated record is kept of all staff attending child protection training.
4	9	It is advised that all applications of physical restraint are recorded in a dedicated record book.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	NO
• Environmental Health	YES
• DfES	NO
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NO
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	20/5/03
Time of Inspection	9AM
Duration Of Inspection (hrs.)	43
Number of Inspector Days spent on site	2

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS	<input type="text" value="6"/>
GIRLS	<input type="text" value="5"/>
TOTAL	<input type="text" value="11"/>

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence

Standard met?

2

The school's Statement of Purpose is currently in draft form. Although this was seen to contain the majority of the necessary documentation it is recommended that it includes a statement about the gender mix of boarders. Also, it should inform its readers that the school is unable to provide accommodation for wheelchair users or those with special needs arising from restricted mobility.

It was noted that the school describes the residential accommodation as the 'Hostel' and an advisory recommendation is made that the school (in consultation with the students and their families) consider a less institutional name.

The school also provides a 'Student Handbook and Policy Documents' booklet which is clearly written and supported by Makaton symbols. This contains all relevant information about life at the school and is one of the many examples of good practice seen during the inspection.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
<p>There was much evidence seen that the school consults students and their families about all aspects of their care. The parents of all students boarding are telephoned weekly and informed about all events that have taken place involving their child. A written diary is also taken home by each student boarder which parents may make comments in.</p>		
<p>Food choices are made in consultation with the student boarders which the Deputy Head makes known to the Chef (see Standard 15 which makes further comment on this).</p>		

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence	Standard met?	3
<p>All children's files, containing their personal details, are kept under secure conditions in the school office. A copy of the child's 'Placement Plan' is kept in the Hostel office.</p>		
<p>Students may use the Hostel's office telephone to receive calls from home. An advisory recommendation is made that the school consider the provision of a 'remote' telephone which students could take to their rooms to afford more privacy.</p>		
<p>A draft policy on 'Intimate Care Needs' is nearing completion. The Head of Care stated that children are always asked which member of staff they would like to assist them with bathing and that the member of staff must be of the appropriate gender.</p>		

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

2

Details of the school's Complaints Procedures are contained in all relevant documents, including the 'Student Handbook' where it is in both written and Makaton form. However, these documents do not inform the reader that complaints may be made directly to the NCSC and it is recommended this information be provided together with the appropriate contact details of the NCSC.

The school keeps a record of all complaints received. One complaint has been received by the school during the past year which was seen to have been dealt with to the complainant's satisfaction. However, it is recommended that the school inform the NCSC whenever a complaint is received. (Standard 4.7)

Of particular note is the use of a 'Feelings Box' which encourages boarding students to place anonymous notes about any aspect of their care that they wish to make comment on. This is an example of good practice.

Number of complaints about care at the school recorded over last 12 months:

1

Number of above complaints substantiated:

1

Number of complaints received by NCSC about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence	Standard met?	2
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The Deputy Head is the school's identified 'Child Protection Officer' to whom all disclosures are referred. All members of staff were aware of this. The Deputy Head has attended the local authorities 'Multi-agency Child Protection Training' course and all new staff receive in-house training in child protection as part of their induction process. An advisory recommendation is made that a signed and dated record is kept of all staff attending such training.

The school has available to all staff copies of 'Working Together' and 'The Framework of Assessment of Children in Need'. These documents advise the school of its responsibility to work in partnership with other agencies. However, it is recommended that the school obtain and make available to staff a copy of the Area Child Protection Committee's, 'Child Protection Procedures'. Standard 5.3 NMS.

Whilst the school has a clearly written policy on Child Protection it does not inform the reader of the need to notify the NCSC of any child protection enquiry, or contain the contact details of the NCSC and it is recommended that this be done. Appendix 1 (4) NMS.

However, the school has kept the NCSC fully informed about a child protection enquiry (not linked to the residential provision) currently being conducted. The findings of this enquiry are not yet complete and are therefore unable to be included in this inspection.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:	1
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Standard 6 (6.1 - 6.5)
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school's 'Anti-Bullying Policy' is contained within its 'Behaviour Management Policy'. This is currently being reviewed. It is hoped that a copy of this policy will be made available to the NCSC when it is completed.

None of the students spoken to at the time of the inspection said that they had been bullied at the school and that they would know who to go to for help should this arise.

Percentage of pupils reporting never or hardly ever being bullied	100 %
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Standard 7 (7.1 - 7.7)
 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.

Key Findings and Evidence	Standard met?	3
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As previously stated, there was evidence that the school has recently taken appropriate action following an allegation of child abuse being made known to the Head Teacher. The appropriate authorities were informed.

The school is reminded that the 'Protection of Children Act' Register should be informed of the outcome of the current enquiry

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- | | |
|--|---|
| • conduct by member of staff indicating unsuitability to work with children | 1 |
| • serious harm to a child | X |
| • serious illness or accident of a child | X |
| • serious incident requiring police to be called (as above) | 1 |

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	1
It was noted that the school does not have a written policy in place on action to be taken in the event of a child going missing. It is recommended that a written policy is immediately constructed which is in line with Standard 8 of the NMS, that this be made known to all staff and copy of the policy prominently displayed.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
<p>All care staff have received in-house training in the use of physical restraint (four of the school staff are qualified trainers) and this training is 'topped up' annually. Incidents of physical restraint are recorded in a 'Serious Incidents' record book and also in its 'Sanctions' record book. The school is currently formulating a written policy on the use of physical restraint and it is advised that all applications of physical restraint are recorded in a dedicated record book.</p>		
<p>The Inspectors witnessed good staff/child relationships which appeared to be based on mutual respect.</p>		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence	Standard met?	3
<p>Since the needs/behaviours of the children are so diverse the school adopts a flexible approach to behaviour management (and as previously mentioned the schools policy in this regard is currently being reviewed). The record of sanctions applied was scrutinised and appeared to contain appropriate responses. Children's individual behaviours are recorded in a daily diary, which is monitored by the Head of Care.</p>		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- **Children experience planned and sensitively handled admission and leaving processes.**
- **The school's residential provision actively supports children's educational progress at the school.**
- **Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.**
- **Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.**
- **Children are provided with healthy, nutritious meals that meet their dietary needs.**
- **Children 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.**

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

3

There is a written procedure for admissions which takes into account the needs of the young person joining the accommodation and how their introduction could be best managed. From the discussion with staff and reading files this procedure is followed. The procedure showed planned visits to the accommodation prior to admission by the young person and their families and sharing of information, which would help a young person feel at home. Included in the school information pack for new students and their relatives are details of daily routines and procedures. These were also produced in symbol form suitable for young people with communication difficulties.

Each young person is allocated a key worker at admission. The care staff spoken to described how they monitor their progress and assist them in settling in. From observations during the inspection staff demonstrated skill and sensitivity in supporting young people. The bedrooms inspected showed that young people personalise their rooms with pictures personal items as well as TV's and music systems.

The school has a pro-forma for gathering information about prospective residential students it includes all the information recommended in National Minimum Standard 11.3.

The school does not accept young people on emergency admission.

Young people leaving the school are subject to a transitional plan at age 14 which is reviewed annually and a community care assessment when dates are set for leaving. Young people are also linked to a Connexions personal adviser.

As part of the inspection one leaving care plan was tracked, it showed comprehensive assessment and planning and a placement identified with the Avon Autistic Foundation.

There were plans in place for the introduction for the young person which included the schools residential manager visiting the new provision to exchange information and get photographs to show both the young person and other students.

From discussion with the manager, staff and observations of the students together the subject of leaving was managed sensitively and with insight into the needs of the young person.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence

Standard met?

4

The care staff and teaching staff liase closely to support the young people in their educational needs and progress.

The manager and four members of care staff work part time in the school providing a direct link.

The teacher who is team leader for SLD in the school was interviewed as part of the inspection; he described how care staff conduct educational work in the student's free time after school. Some of the tasks they undertake include speech and language therapy with young people and numeric skills when out shopping.

The children have access to all the schools educational facilities such as library and IT . It was evident from their care records that progress made by young people in development of social and independence skills is a result of the close work between teaching and care staff in providing a consistent approach. Observations of interaction between students and care staff demonstrate mutual respect and trust. The teaching and care staff also provide daily reports for each other on student's welfare during their time in each setting so that the teams are informed and prepared to support the student in times of difficulty. The same communications diary is taken home at weekends so that parents are also able to follow education programmes and contribute to the information sharing.

The entire recording inspected showed an objective approach and consultation with students.

The level of communication between staff and commitment to encouraging each young persons social and educational achievement is commendable.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence

Standard met?

4

There is a written programme of activities which is constructed in advance of each term. The programme showed a balanced variety of structured and unstructured items, each day included opportunities for trips out either to the local community or further away.

Young people are able to choose which activities they undertake. The inspection included direct observation of an evenings activities programme. Young people engaged in a discussion on a particular artists style of painting and then undertook a picture in that style themselves. This activity was followed by the group working on a video project that they are planning which will provide an information video for prospective new students.

To end the evening there was singing and dancing before supper which had been prepared and cooked by a group of students.

As an observer the Inspector was impressed with the diversity of the activities and the skill the staff showed in engaging and maintaining the students interest.

The students also have access to all the leisure facilities in the school and use of the sports equipment.

All the activities have been risk assessed both as a group activity and for the individuals needs.

The activities programme includes visits to large stores where students can choose from a selection of books and magazines as well as practicing social independence skills in shopping.

Ample toys, music, books and games are available within the accommodation with a range that is suitable for all ages.

The programme of activities and its implementation by staff provides young people with a comprehensive range of stimulating, educational and fun experiences and the inspection found this practice to be commendable.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence

Standard met?

2

The staff maintain individual records of each young persons health and intimate care needs. They were examined and showed all the details listed in Standard 14.6.

Young people are only accommodated at the school during the week arriving Monday and returning home on Friday afternoon, therefore their regular health care checks are organised by their parents/families.

Observations during the evening routine demonstrated how staff appropriately support young people in bathing and personal care. Some young people have symbol prompt charts in the bathroom to remind them of tasks to do to promote their independence.

We did find that the bathroom provided for the young women needs renovating and updating to provide privacy and meet the personal development needs of the young women.

The school does not currently have a written policy and guidance on promoting the health of young people. The policy is in draft form at present. The staff explained that young people receive health education in school as a part of the PSHE lessons and they follow up on this education after school when appropriate.

All the care staff are trained in First Aid. First Aid boxes are found in several locations around the accommodation and were seen to contain all appropriate items.

There are currently no young people who need prescription medication on a daily basis. The medication storage and records were examined and found to be in line with the requirements of the National Minimum Standards.

If young people become ill during the school week they are returned home for nursing.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence

Standard met?

2

The young people have recently joined in menu planning providing suggestions for their evening meals. There are currently no young people accommodated who need help with eating, the school has a written policy on supported eating.

The inspection found that meals provided during the visit included a choice of two main meals. The meals were well prepared and wholesome. Fresh fruit was available.

The quality and standard experienced at the inspection is expected to be maintained at all times. From examining the past menu's provided it was evident that meals are changed and there appeared to be a considerable amount of processed food provided daily and fewer quantities of fresh vegetables and fruit than seen at the inspection.

Given the need for young people with Autism to have predictable planned daily routines it is recommended that menus are not changed after young people have made their choice.

It is further recommended that as part of the quality assurance and monitoring of welfare, the appointed governing body representative who visits the school includes the meals provision as part of their half termly report in line with National Minimum Standard 33.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way, which maximises their choice.

Key Findings and Evidence

Standard met?

3

The school has a uniform, which all young people wear during the school day. After school the young people were seen to change into their own casual clothes for the evenings activities.

Young people bring their own clothes from home and are able to choose which clothes they wear. Staff interviewed explained how they offer this choice to the young people; they were able to explain the importance of this activity in promoting self-awareness and self-esteem. The young people keep their personal belongings; clothes and toiletries separate in their own room and the bathroom.

Young people have daily opportunities to purchase personal items when they go out after school.

Each young woman has her own supply of sanitary protection, which is kept in her room. Young people bring pocket money from home. This is kept safe and recorded by staff when given out. The records showed that only small amounts are brought into school and these are appropriately recorded.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress are recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	3
<p>Each child has an individual case file which contains clearly written assessments of need and full placement plans which are reviewed annually. A key worker system is in place. Key workers consult children and their families about the content of their placement plan reviews and parents are always invited to these reviews.</p>		

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of its history and progress, which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence	Standard met?	3
<p>Children's individual case files were seen to be clearly written and kept under secure conditions that ensure their confidentiality. Individual case files were seen to contain all information required by the Standard.</p>		

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?****3**

A sample of staff personal files were scrutinised. These were seen to indicate that the school maintains all records required by the Standard.

The school keeps two 'Accident Books' one for children, the other for staff and visitors.

All records of staff application and appointment are kept and were seen to contain all information required by the Standard.

All registers of children's school attendance are adequately maintained.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?****3**

The school encourages children to write letters home and this practice is contained within the school's activities programme. Children may make and receive telephone calls on the Hostel's office phone (a recommendation about the availability of a remote telephone was made earlier in this Report). A log is kept of all calls received from parents. Children's key workers telephone a child's parents each Thursday to inform them about events that have occurred during the week. This is an example of good practice.

The Head Teacher stated that all children are shortly to be given e-mail addresses to enable to use the Hostel's computer to send/receive e-mails. This will be subject to the LEAs filtering/ security system.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?****3**

Transition plans are drawn up when a child reaches the age of 14. Hereafter, these are reviewed annually. There was recorded evidence that the school works with the Connexions 'Personal Advisors' to prepare young people to transfer from the school to the place of their ongoing care or education.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence

Standard met?

2

All children receive 'Personal, Health and Social Education' which is contained within the school's curriculum.

Care staff stated that although some of the boarding students had social workers they were not in regular contact with the school and that their level of interest and enquiry about their clients schooling was minimal.

Although all of the children who currently board have full parental support, it is recommended that the school identify a member of the Board of Governors, or some other interested body, to conduct the support described in Standard 22.8 with regard to the provision of independent support for any child who does not have parental support.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well-designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school buildings were constructed in the 1960's and have been subject to periodic updating and refurbishment. The residential accommodation is located on an upper floor of a wing of the school premises which is accessed by three separate stairways. The accommodation comprises of 7 single bedrooms and 2 double bedrooms (1 of which is not used to accommodate children and is occasionally used as a staff training classroom). There was evidence that children are able to personalise their bedrooms by bringing in their own personal effects e.g. posters, photographs etc. There are 2 communal lounges which are reasonably furnished and which contain TV, video and a computer. There is a large kitchen and staff sleeping accommodation. There is a staff office.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?**

2

It was noted that there is a discrepancy between the provision of bathrooms for boys and girls. Whilst the boys have individual bathrooms and WCs, or share with one other boy, the five girls share a communal bathroom of 1 bath, 1 shower and 2 WCs which affords little privacy, also the decor is in a poor state. It is recommended that the provision of the girls bathroom and toilet facilities is addressed within 6 months to ensure that it is at least of a level that is equal to the standard that is provided for the boys.

Many of the radiators in the children's bedrooms have loose covers which are sharp and which constitute a risk of harm should children play with them. It is recommended that these are replaced and made secure within 6 months.

It was noted that several of the window latches in children's bedrooms were broken and fixed in a closed position to ensure that the children did not suffer from drafts. It is recommended that these are repaired or replaced within 6 months.

It was noted that in one of the boys bedrooms there were an array of redundant telephone wires. It is recommended that these are removed by an appropriate authority within 6 months and the room redecorated accordingly.

Should the school intend to use the double bedroom (currently being used as a training room) as a bedroom in the future, it is recommended that it is decorated and furnished appropriately and used only as a single bedroom (Standard 24.5)

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

2

See Standard 24 where recommendations have been made in regard to the provision of the girls bathroom facilities.
There is a sluice facility in the laundry area of the school where soiled linen and clothing may be cleaned.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence

Standard met?

2

A record book detailing all fire safety checks was examined. This shows that all such checks are carried out at the appropriate frequencies. It was noted that a Fire Officer has not inspected the Hostel since October 2001 and it is recommended that such a visit is requested annually.

Hot water was seen to be maintained at the correct storage and delivery temperatures. Risk assessments were seen to be in place for all parts of the school premises.

Following an inspection from the Environmental Health Officer several requirements have been made about the standard of hygiene control in the school's kitchen, which relate to ventilation and vermin control. It is recommended that these requirements are complied with forthwith.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Staff that understand their needs and are able to meet them consistently looks after children.
- Children are looked after by staff that is trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual / sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

The Personnel Section of the LEA has a recruitment policy, which requires all new appointees since April 2002 to have two referees, to submit a disclosure of their medical history, and to have a clear CRB check before appointment. It is recommended that all staff employed at the school before April 2002 undertake CRB checks as soon as possible.

Total number of care staff:

13.5

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence

Standard met?

3

A staff rota was seen which showed that there are always an appropriate number of staff on duty by day and night to meet the needs of students. To ensure consistency the school has systems in place, which mean there is no need to use agency staff.

Standard 29 (29.1 - 29.6)
Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence	Standard met?	2
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A staff induction programme was seen to be in place. However, this did not contain all of the items listed in Appendixes 2 & 3 of the NMS and it is recommended that the programme is extended to include these.

It was noted that all bar 5 of the Care Staff (whose job title is 'Residential Education Officer') have NVQ Level 3 professional qualifications, or at least its equivalent.

All staff have been trained in the use of physical restraint, food hygiene and first aid. All have recently attended a course in working with Autism.

Not all staff have received training in Child Protection or on the schools Complaints Procedure and is recommended that all staff are trained in these areas.

Standard 30 (30.1 - 30.13)
All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence	Standard met?	2
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The Head of Care carries out formal supervision of the care staff every 6 months. It is recommended that all staff receive at least one and a half hours one to one supervision from a senior member of staff each half term.

The care team carries out team meetings once a term. It is recommended that these are carried out at least monthly.

A member of the care staff team attends the weekly school staff meetings

Annual Performance Review Appraisals have been undertaken on all staff.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

Scrutiny of the staff qualifications and experience indicates that the staff group have a high level of professional attainment. The school is reminded that a minimum of 80% of care staff have to have completed NVQ Level 3 in Caring for young People by 2005. The Head of Care is currently undertaking NVQ Level 4 in Care and in Management. The school is reminded that this has to be completed by April 2005. She is also undertaking the NVQ Assessors award.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

70 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

3

It was noted that the Head Teacher or another delegated member of staff monitor and sign all of the records identified in Standard 32.2 at the appropriate time frequency.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

1

Neither an officer of the LEA or a member of the Board of Governors have been identified as the person responsible for carrying out the half termly visits and the subsequent report (to be written in the manner described in Standard 33). It is recommended that a visit and report is carried out within 6 weeks from the date of this Inspection Report.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector Paul Clark **Signature** _____

Date 15th July 2003

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 20th and 21st May 2003 of inspection at Fosse Way School and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the Head

YES

Head's comments/factual amendments were incorporated into the final inspection report

NO

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

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