



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

23rd & 24th June 2004

## **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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Fosse Way School

**Address**

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

**Tel No:**

01225 313887

**Fax No:**

**Email Address:**

fosseway\_spe@bathnes.gov.uk

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

Fosseway School

**Name of Head**

Mr David Gregory

**CSCI Classification**

Residential Special School

**Type of school**

Residential Special School

**Date of last boarding welfare inspection:**

20/05/03
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<b>Date of Inspection Visit</b>		23rd & 24 <sup>th</sup> June 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Sam Chisholm	102696
<b>Name of CSCI Inspector</b>	<b>2</b>	Wilfried Maxfield	146484
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		David Gregory	

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI 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

## 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

### **Brief Introduction**

Fosse Way school is located in the semi-rural town of Radstock. It currently provides education for 107 students aged 3-19 years who have a statement of special educational needs. It offers a specialist provision for students with autistic spectrum disorders, attracting students from neighbouring LEAs.

There is a weekly residential provision for students aged 11-18 years who have autistic spectrum disorders. At the time of the inspection 10 students were using this facility.

The accommodation is not suitable for students who are wheelchair users or who have mobility requirements.

### **Statement of the School's Purpose (Standard 1)**

Standard was not met as further information was required.

### **Children's Rights (Standards 2-4)**

3 of 3 standards assessed were met

A multi level approach to consultation of young people and of young peoples families and significant others ensures that all parties opinions and views are taken into account when welfare decisions are made. Feedback from parents about communication with the school is positive. The planned installation of a school council is a commendable development.

### **Child Protection (Standards 5-8)**

4 of 4 standards assessed were met

The school has updated its child protection policy since the last inspection. Its aims and procedures are robust and sound. Staff are trained and knowledgeable in Child Protection issues.

### **Care and Control (Standards 9-10)**

2 of 2 standards assessed were met

The school provides all staff with excellent training and back up systems to ensure young people are receiving positive and consistent behaviour management support. Assessment of needs is of the very best quality. Monitoring and recording procedures are exemplary.

### **Quality of Care (Standards 11-16)**

6 of 6 standards assessed were met

A contented, very professional and well trained staff group maintains quality relationships with young people. The 'pro rata' system in operation links residential support workers remit into education ensuring every member of staff can support young peoples educational needs to the highest possible standard. The list of activities available to boarders is rich, highly structured, meaningful and balanced.

A large proportion of staff interviewed questioned the quality of nutrition provided by the school kitchen. Choice of menus for young people was minimal.

### **Planning for Care (Standards 17-22)**

6 of 6 standards assessed were met

Key working and placement planning is of a high standard. Record keeping is robust and

well managed. All young people accommodated have external support.

**Premises (Standards 23-26)**

These standards were not met due to the need for refurbishment of the girls' bathroom, compliance with the environmental health officer's report and clear recording of fire alarm tests.

**Staffing (Standards 27-30)**

4 of 4 standards assessed were met

Staff are carefully vetted and recruitment procedures are sound. Staff rotas are well-managed and staffing levels very good. The school is to be commended for the management support and training of its staff group.

**Organisation and Management (Standards 31-33)**

1 of 3 standards assessed were met due to the need for an annual review and half-term monitoring visits to be carried out.

**PART A SUMMARY OF INSPECTION FINDINGS**

**WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

This report echoes all of the positive findings of the previous inspection report. Policies and procedures are of the highest standard. The schools expertise in the needs of its client group is outstanding. Consequently, assessment of needs, behaviour management and quality of care for the young people are of a high standard.

Residential Care Staff are well trained and supported by the school and subsequently professional standards and motivation of the team are of the very best quality. Teamwork and team spirit amongst residential staff are excellent. It is the young people that benefit most from this well managed and professional group of people.

**WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Some recommendations from the Environmental Health Officer are still outstanding from the last inspection and now need to be complied with as a matter of urgency.

Equally, the girl's bathroom was in a very poor state and does not reflect the environmental standard that can be expected of a school of this quality.

The school is advised to monitor opinions of its young people and staff group with regards to the quality of and satisfaction with the food provided.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

From observation, scrutiny of records and policies and from discussion with staff and students the inspectors are satisfied that Fosse Way School provides a positive residential experience for its boarders and that a professional and caring staff and management group deliver this provision.





## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions 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	RS1	Include additional information in the statement of purpose as detailed in standard 1 of this report.	28/02/05
2	RS23	Comply with the recommendations of the environmental health officer's report.	31/10/04
3	RS26	Clearly record all fire related testing.	23/06/04
4	RS32	Carry out an annual review as detailed in standard 32 of this report.	28/02/05

### 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

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

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

Date of Inspection	23/06/04
Time of Inspection	9:30
Duration Of Inspection (hrs.)	20.0
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:

<b>BOYS</b>	<input type="text" value="5"/>
<b>GIRLS</b>	<input type="text" value="5"/>
<b>TOTAL</b>	<input type="text" value="10"/>

**Number of separate Boarding Houses**     

The following pages summarise the key findings and evidence from this inspection, together with the CSCI 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.

"X" is used where a percentage value or numerical value is 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?	1
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The school now has a Statement of purpose written in an easily understandable format. This is also available in Makaton. Both versions were seen by the inspectors and were satisfactory apart from the need to add details of staff qualifications and the name of the designated member of staff for child protection.

The school governors took responsibility for writing it and will also be reviewing and updating it as necessary.

## 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>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. A school council is currently being set up to further enable students to give their opinions.</p> <p>There is a statement in the information given to parents advising them to contact the school with any issues they wish to discuss. Feedback from parents indicated that they were happy with the level of communication they have with the school.</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 residential office.</p> <p>Students may use the residential office telephone to receive calls from home. The school now has a remote telephone which students can take to their rooms to afford more privacy. They are also helped to write letters home as an activity.</p> <p>The school has an 'Intimate Care Needs' policy which was seen to appropriately cover issues of privacy and confidentiality.</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?**

3

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.

The school keeps a record of all complaints received. The record showed one complaint had been received by the school during the past year which was dealt with appropriately. Notifications are sent to the Commission.

**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 CSCI 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?

3

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 authority's 'Multi-agency Child Protection Training' course and all new staff receive training in child protection as part of their induction process. A signed and dated record is now kept of all staff attending such training.

The school now has a copy of the Area Child Protection Committee's, 'Child Protection Procedures' as well as its own Child Protection and Allegations Policy. These were seen and were satisfactory.

**Number of recorded child protection enquiries initiated by the social services department during the past 12 months:**

0



**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The school's 'Anti-Bullying Policy' is contained within its 'Behaviour Management Policy'. This had recently been reviewed and was seen to be satisfactory. It is available to staff and parents. Children discuss bullying as part of their school curriculum and have individual support where needed.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	<b>100 %</b>
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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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Discussion with senior staff showed that they had followed correct procedures in dealing with child protection issues. The NSPCC is due to do a review of their procedures and the school will inform the Commission of its outcome.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- |  |          |
|--|----------|
| • <b>conduct by member of staff indicating unsuitability to work with children</b> | <b>1</b> |
| • <b>serious harm to a child</b>   | <b>1</b> |
| • <b>serious illness or accident of a child</b>                                    | <b>0</b> |
| • <b>serious incident requiring police to be called</b>                            | <b>1</b> |

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school now has a written policy in place on action to be taken in the event of a child going missing. It is included within the general emergency procedures and was seen to be appropriate.</p> <p>No incidents had occurred since the last inspection, but any future ones would be recorded and monitored by the deputy head.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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
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Inspectors observed good interactions between staff and young people. There was a positive and lively atmosphere during the inspection visit with some of the young people needing considerable attention from staff. The needs of the group of young people are very individualised and extensive and often demand a creative and insightful approach from staff. Staff always showed respectful, interested and considerate responses creating a warm and caring mood throughout the group. Understanding of young peoples needs was high and relationships were based on positive communications. During the visit inspectors had the opportunity to discuss some boundary issues with the staff group.

A) Young people were observed to enter the office space unchallenged.

B) Young people entered each other's bedrooms sometimes against the will of peers.

Staff discussed the various pros and cons of strategic options available to them to address these issues. Inspectors were more than satisfied with the professional attitudes and responses to their queries.

**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?**

**4**

Team work and professional understanding between members of staff was outstanding and of a very high standard and reflected in the behaviours and the positive discipline within the group of young people. All measures of control observed seemed 'collective', agreed amongst the staff team and well designed to help the child in question.

Inspection of an impressive range of records supported the above view. All young people have been extensively assessed and residential care staff benefit from a wealth of knowledge with regards to the nature of the young people's Autistic Spectrum Disorder. Risk assessments included the planned use of possible physical interventions. All staff are trained in a recognised system of control and restraint. Refresher training is provided at regular intervals. Recording systems are robust and follow NMS 10.14 with the monitoring and maintenance of the system being the responsibility of the Head Teacher.

Inspectors had the opportunity to discuss the principles and techniques of the intervention system in use at Fosse Way with the Schools trainer and coordinator in this area who is also an Autistic Spectrum specialist. Two young people were also discussed after inspectors queried the range of holds available for their needs. Testing the system for appropriate answers and assessments the inspectors were left in no doubt that Fossoway takes every care to ensure its behaviour management practises are of the highest standard.

## 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
<p>All admissions are made by arrangement with Bath and North East Somerset Local Education authority. Care staff track the schools written residential admission procedures, which include planned visits and the allocation of a key worker at the point of admission. Residential staff use an assessment sheet, the 'prospective pupils form', to collate information and observations about potential young people. This process is supported by the school general admission procedures and information gathering, which follows NMS 11.3.</p> <p>Parental involvement and partnership are high on the agenda of the school and care staff reported close liaison with carers and parents during the admission process. The school has issued an information pack for parents outlining all the relevant aims, procedures and routines for the accommodation. It is recommended that this include a chapter on admission procedures and 'settling in'.</p>		

**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

With the exception of one member of the residential staff team all other care staff are in a dual role and also work as Learning Support Assistants on the day school team. Staff reported on how they enjoyed the wide variety and richness of their remits. This system ensures a close working link between care and education. Predictably and to the credit of the school staff interviewed were very involved, supportive and informed about each young persons educational progress.

Observing the groups evening activities inspectors had first hand experience of young people using the schools educational facilities including sports, library and IT.

**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

The inspectors fully echo the findings of the last inspection visit, which commends the school for their comprehensive range of "stimulating, educational and fun experiences". The list of activities available is indeed impressive and staff work out of an ethos of providing a highly structured, meaningful and balanced diet of activities.

Trampoline, swimming, many different forms of artistic activities including music, painting and drama, cooking, sports, also using external leisure facilities, etc, etc all ensure, that the young people enjoy an active and constructive life.

All activities were fully risk assessed. This includes supervised and unsupervised activities taking into account young peoples need for 'passive rest'.

**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?**

3

Young people always go home at weekends ensuring that parents and carers remain involved in young peoples primary health care needs. Subsequently, school works closely with parents and carers who also hold the main responsibility for regular health care checks. Each young person has an individual health plan, which contains all the elements listed in NMS 14.6.

The school employs a registered nurse who oversees possible medication and other treatment issues. This member of staff is also part responsible to secure specialist medical services including liaison with external agencies. Care staff confirmed that she is also available for the guidance and support of staff on young peoples intimate care need issues should they arise.

**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

Food is a truly 'sensitive issue' at the school and possibly the most controversially discussed. While some young people and/or staff seemed reasonably happy and 'all right' about the food provided by the school, others were dismissive and outright negative about it. Some even claimed the diet was 'one-sided and stodgy' contributing to young people becoming obese and overweight.

Choice for young people was limited with minimal input in menus. Choice of evening meal was between two options and examination of records showed that it often amounted to a choice between 'similar things' ('Beef burgers' and 'Veggie burgers' as one member of staff put it).

Inspectors had the opportunity to attend an evening meal. Food arrived in large catering style trays and was then served to the young people. Despite of the best efforts of staff this procedure was 'institutional' and lacked the elements of a family style presentation. Choice was limited and food quality was best described as 'simple' (Or 'bland' to use a more negative term).

Without having the benefit of a full survey the inspectors nevertheless felt that a large majority of the schools population was seriously questioning the quality of provisions in this area. As in the previous inspection report it is again recommended that the schools appointed governing body reviews the meals provision as part of their quality assurance and monitoring of welfare.

**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 fully meets the requirements of this standard.

## 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 is 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?	4
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Individual case files were inspected and found to be of the highest standard. Placement Plans were of good quality and are reviewed annually. The school keeps a range of assessment records including an Individual Care Plan, which consists of short assessments in specific areas. This is a very impressive document and topics range from 'Personal Hygiene Plan' and 'Behaviour Management Plan' to issues relating to 'Physical Intervention triggers' and 'Risk Assessments and Planned Interventions'. All staff interviewed were full of praise for the school maintaining and constantly improving its assessment procedures and records.

### Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence	Standard met?	3
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The school keeps case files securely locked in its main office. Extracts of this file are also kept under lock on the residential unit. Files were audited against NMS 18.2 and found to be fully compliant.



<b>Standard 19 (19.1 - 19.3)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school fully complies with this standard.		

<b>Standard 20 (20.1 - 20.6)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Key workers keep regular contact with parents and encourage young people to make regular phone calls, write letters home, or invite parents to attend special events such as birthday parties, etc. 'Letter writing home' is part of every young persons formalized activity plan and key workers phone parents once a week as part of their set responsibilities. A telephone log was seen by inspectors, which showed a good frequency of parents calling the unit. The school has followed a recommendation from precious inspectors to install a 'remote phone'. No restrictions as outlined in NMS 20.4 were in force. As a new development since the last inspection Fosse Way has provided all young people with the opportunity of Web access and an e-mail address.		

<b>Standard 21 (21.1 - 21.2)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A sample of transition plans was inspected. There was good evidence that a specialist careers advisor was involved in post 14-year transition planning on a regular basis. This Connexions advisor also visits the school frequently for individual young people interviews and group work.		

**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 young people living residentially at Fosse Way had a main carer named on their essential information sheet. In most cases these were parents, foster parents or, in one case, a member of the wider family circle. Although this was also the case at the previous inspection, inspectors 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”. There was not enough evidence, that the school did follow this advice and accordingly, this recommendation remains relevant for the purposes of this report.

## 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?	2
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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 the school premises. All children using this facility are able bodied as it is not suitable for those with mobility requirements. The rest of the school has partial accessibility for wheelchair users and specialised aids and adaptations for the day children that need it.

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, staff sleeping accommodation and a staff office.

Reports from the Fire Officer and Environmental Health Officer (EHO) were seen. The Fire Officer's recommendations had been met, but all of those made by the EHO were still outstanding and need to be complied with as a matter of urgency as directed at the last inspection.

**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

The inspectors had a student led tour of the school including the residential facilities. These were generally well decorated and furnished and looked to be in a good state of repair apart from the girls' bathroom.

It was noted that there is still a discrepancy between the provision of bathrooms for boys and girls. The girls' bathroom is still in a poor state and due to be refurbished this summer. The recommendation from the last inspection therefore still stands.

The rest of the accommodation appropriately met the requirements of this standard.

**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 policy regarding privacy that staff follow. This was seen to be appropriate.

Staff have separate en-suite facilities.

**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

Evacuation procedures are contained within the health and safety policy and were seen to be appropriate. Staff and students spoken to had good awareness of them.

A record book detailing all fire safety checks was examined. This showed that checks were carried out at the appropriate frequencies apart from a gap of 14 months on the record sheet for fire alarm testing. Staff said that tests had been done. All tests need to be clearly recorded.

Risk assessments were seen to be in place for all parts of the school premises.

## 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
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are 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?

3

Five staff files were checked and showed that appropriate recruitment procedures (including CRB checks) had been followed.

The school does not accommodate non-staff adults or employ agency staff and GAP students.

Placements for trainee teachers are provided and the school ensures that appropriate checks are carried out by the university for these.

**Total number of care staff:**

16

**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 and gender mix 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.

Continuity is provided by residential staff also working in the classrooms of the school.

A register is kept of all staff and students present in the residential unit. This was checked and was satisfactory.

**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?**

3

An appropriate staff induction programme was seen to be in place.

All staff have an annual performance management appraisal. Copies of these were seen and were satisfactory.

**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?**

3

The residential staff team meet once a term with the head of care. In addition to this all staff meet weekly in their separate teams and can include discussion of residential issues in these meetings. Minutes of the last meeting were seen and showed relevant issues had been discussed. Supervision also takes place termly and satisfactory records of this were seen.

The Head Teacher meets with a link advisor from the LEA termly and has an annual meeting with an independent consultant commissioned by the school governors.

## 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 Head of Care has NVQ Level 4 in Care and in Management and is also an NVQ Assessor.

Among the residential staff, 3 have NVQ level 3 and 4 are in the process of gaining this. Because some staff are mainly employed in the classrooms of the school and only do a few hours in the residential unit at the end of the school days, it was not possible to calculate a fair and accurate percentage of NVQ qualified staff on this occasion. The inspector advised senior staff to define the role of these staff more closely so that it can be ascertained at the next inspection whether they should be included in the percentage total.

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

X %

**Standard 32 (32.1 - 32.5)**

The Commission for Social Care Inspection 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?**

2

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.

The head of the school needs to carry out and record in writing, a review of the operation and resourcing of the school's welfare provision for boarding students, in accordance with standard 32.4.

**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?**

2

At the time of the inspection, a Local Authority Councillor had recently been identified to carry out the half-term visits and subsequent reports, therefore this standard could not be properly inspected. It is recommended that the visits and reports are now carried out, and this will be followed up at the next inspection.



**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Not Applicable

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**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 draft report relating to the Inspection conducted on 23<sup>rd</sup> and 24<sup>th</sup> June 2004 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 CSCI in response to Head's comments:**

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

NO

**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 14<sup>th</sup> September 2004, 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 statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

NO

Provider 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 Fosse Way School 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**                      D Gregory  
**Signature**                      \_\_\_\_\_  
**Designation**                    Head Teacher  
**Date**                              10.9.04

**Or**

**D.3.2 I \_\_\_\_\_ of Fosse Way School am unable to 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) for the following reasons:**

**Print Name**                      \_\_\_\_\_  
**Signature**                      \_\_\_\_\_  
**Designation**                    \_\_\_\_\_  
**Date**                              \_\_\_\_\_

**Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.**

**Commission for Social Care Inspection**  
33 Greycoat Street  
London  
SW1P 2QF

Telephone: 020 7979 2000  
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120  
[www.csci.org.uk](http://www.csci.org.uk)

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