



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Fosseway School**

**Longfellow Road  
Radstock  
Bath & N E Somerset  
BA3 3AL**

*Lead Inspector*  
Sam  
Chisholm

*Announced*  
21<sup>st</sup> and 22<sup>nd</sup> June 2005 9:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
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## Reader Information

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

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

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

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

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

# SERVICE INFORMATION

**Name of school** Fosse Way School

**Address** Longfellow Road  
Radstock  
BA3 3AL

**Telephone number** 01225 313887

**Fax number**

**Email address**

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

**Name of Head** Mr David Gregory

**Name of Head of Care**

**Age range of residential  
pupils**

**Date of last welfare  
inspection** 24-Jun-2004

**Brief Description of the School:**

Fosse Way school is located in the town of Radstock. It provides education for students aged 3 - 19 years who have a statement of special educational need. It offers a weekly residential provision for 12 students aged 11 - 18 years who have autistic spectrum disorders. The residential unit is purpose-built and provides well-designed accommodation and facilities for the students. Local shops and amenities can be easily accessed to provide after-school activities. The accommodation is not suitable for or used by students who are wheelchair users or who have mobility requirements.

# **SUMMARY**

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

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

The residential staff were observed to have positive relationships with the young people in their care. Staff had set clear boundaries and expectations of behaviour and the young people were seen to respond well to this.

There are very good links between the school and the residential unit. These links are greatly enhanced by residential staff working as Learning Support Assistants at the school during the day.

The young people are enabled to take part in a wide range of after-school activities. They have also been supported to choose the decoration of their rooms in the Unit.

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

Much effort has been made to improve the quality and nutritional value of the meals provided at the school. This is an ongoing process.

A School Council has now been formed which assists pupils to take part in decision making processes at the school.

The room decor within the residential unit had greatly improved since the last inspection and now reflects the personal choices of the young people resident there. One of the girls' bathrooms had also been refurbished.

The Headteacher now provides a report about the residential unit to the Board of Governors. One of the governors now makes regular inspection visits to the school in accordance with NMS 33.

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

It has been recommended that the Head of Care devises a complaints procedure that is specific to the residential unit.

Information on admission procedures to the residential unit should be included in the information pack given to parents.

Placement Plans need to be written from the information contained in the young people's care files. Staff need to ensure that information about incidents occurring whilst they are on shift is recorded in sufficient detail in the Day/Night Log.

It is recommended that the residential staff meet regularly as a team to discuss issues relating to the residential unit.

The school Deputy Head needs to ensure that a record is kept of her supervision sessions with the residential Head of Care.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Standards

Recommended Actions identified during the inspection

# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## JUDGEMENT – we looked at outcomes for standard(s) 14 and 15

The young people live in a healthy environment and their individual health needs are identified and met jointly by the school and their parents.

The young people are generally provided with healthy, nutritious meals that meet their dietary needs. The school is still in the process of negotiating with catering staff to improve meals but good progress had been made in this area since the last inspection.

## EVIDENCE:

The young people are resident Monday to Friday and return home at weekends and during school holidays. Therefore the parents/carers hold the main responsibility for meeting their health needs. Each young person has an individual health plan for use whilst they are resident at the school which contains all the elements listed in NMS 14.6.

The school has a registered nurse who visits weekly and oversees medication and other treatment issues. She is also able to give staff guidance on the Young People's intimate care needs if necessary. In addition Occupational Therapists, Speech and Language Therapists and Physiotherapists visit children at school during the day. Medication records were seen and were generally satisfactory apart from one which required more detailed clarification about the length of time an increased dosage of medication could be used for.

Since the last inspection the school has joined the Healthy Schools Initiative. This has led to an improved menu which now always includes a freshly baked option at lunchtime and generally includes more fresh fruit and vegetables. A copy of this menu was seen and was satisfactory. The school kitchen also provides the evening meal for the young people resident at the school. Most staff felt that this had also improved.



The lunchtime and evening meals were seen and included a choice of main dishes with plenty of vegetables and salad available. The food looked well cooked and nutritious. The service of the evening meal has been changed to a "family style" presentation to make it more homely.

Inspection of the residential unit revealed that the young people have access to the unit kitchen which contains facilities and food for making after-school snacks. The staff have now made these snacks healthier by including low-fat crisps, dried fruit, rice cakes, toast and healthier biscuits. The young people were observed enjoying this food.

Some care staff felt that the food could be further improved and the deputy head and head of care have a system in place to include their views when they are negotiating menu changes with the catering staff.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

## **JUDGEMENT – we looked at outcomes for standard(s) 3,4,5,6,7,8,10,26 & 27**

Young people's privacy is respected and information about them is confidentially handled.

Young people's complaints are addressed without delay and they are kept informed of progress, but some amendments to the procedure are recommended as detailed below.

The welfare of the young people is promoted and they are protected from abuse. The school makes an appropriate response to any allegation or suspicion of abuse.

Young people are protected from bullying through the use of the Anti-Bullying Policy contained within the Behaviour Management Policy.

All significant events relating to the protection of children are notified by the deputy head to the appropriate authorities.

Young people who are absent without authority are dealt with appropriately according to the school's written policy.

Young people are assisted to develop appropriate behaviour through encouragement and constructive staff responses to inappropriate behaviour.

The residential unit provides physical safety and security and there is appropriate selection and vetting of all staff and monitoring of visitors to the school to prevent children being exposed to potential abusers.

## **EVIDENCE:**

The Young People's files containing their personal details are kept under secure conditions in the school office. A copy of their placement plan is kept in the residential office securely.

The young people may use the residential office telephone to receive calls from home, or they can use the remote telephone in their own rooms to afford more privacy.

The Intimate Care Needs policy appropriately covers issues of privacy and confidentiality.

The complaints record was seen. This showed that no complaints had been made since the last inspection. The school's complaints procedure is made available to young people through the student Handbook, where it is available in both written and Makaton form. A copy of this was seen and some amendments were recommended. The procedure does not refer to the residential unit specifically and does not contain timescales or CSCI contact details. It is recommended that the residential unit devises a complaints procedure specific to the residential unit which includes timescales and CSCI contact details.

Notifications of significant events are sent to the commission. The school was informed that they only need to do this in respect of residential students.

The deputy head is the school's Child Protection Officer. She confirmed that she had attended update child protection training again. In addition all new staff received training in child protection as part of their induction process.

This is currently done in-house and an external Child Protection review training will be carried out at a staff meeting next term. Staff spoken to during the inspection demonstrated a good knowledge of child protection procedures.

The school has the current Area Child Protection Committee's Child Protection Procedures as well as its own Child Protection policy. The deputy head explained that the ACPC is currently in the process of updating its procedures. The school has multiagency meetings three times per year which include representatives from the Local Authority Social Services Department.

The school has an appropriate Anti-Bullying Policy which is available to staff and parents. Young people discuss bullying as part of their school curriculum and have individual support when needed. The deputy head explained that an anti-bullying week had been held recently which included a theatre group that worked with the students, circle time discussions and posters on this theme. The school council are also able to discuss bullying issues.

Records were seen of the notifications sent to the CSCI. The records showed that staff had followed correct procedures in dealing with child protection issues. Only one of the notifications related to a residential student and the school was informed that in future, notifications only need to be sent to the CSCI in relation to residential students.

The general emergency procedures for the school include a written policy on missing persons. Records of this are kept in the Serious Incident Log and this showed that one incident had occurred since the last inspection and had been appropriately dealt with.

Staff were observed during the inspection to have positive and supportive relationships with the young people in their care. The boundary setting and expectations of behaviour were clear and the young people were able to explain these. The Sanctions Book included clear recording of appropriate sanctions.

All new staff receive training in the use of physical interventions and refresher training is provided at staff meetings at regular intervals. Risk assessments include the planned use of physical interventions and incidents of this are clearly and comprehensively recorded in the Physical Intervention Log.

The residential unit was seen to be free from potential hazards and the fire log showed that appropriate checks and drills had been carried out.

Staff recruitment files were checked and included all of the necessary checks and references required.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## **JUDGEMENT – we looked at outcomes for standard(s) 12, 13 and 22**

The residential provision actively supports the young people's educational progress at the school.

The young people have ample opportunity to engage in activities within the school and the local community.

The young people receive individual support when they need it.

## **EVIDENCE:**

The residential staff team also work as Learning Support Assistants in the school during the day. This system ensures a close working link between the care and education of the young people using the residential facility.

The residential unit provides a good range of activities for the young people to engage in. These include trampolining, swimming, art, music, cooking and use of external leisure facilities. Since the last inspection the young people have also joined a local youth club and were attending a barbecue there on the evening of the inspection. The young people spoken to confirmed that they enjoy the range of activities on offer.

A member of the Board of School Governors now performs the role of providing independent support for any child who does not have parental support. The young people also receive individual support through the key worker system that is in operation. Each young person has a key worker that spends time with them informally and records any necessary information arising from this. Key worker staff confirmed that they meet with the young person they are allocated to weekly during their shift. Observation during the

inspection and records kept by the staff revealed that the young people receive individual support from staff with any problems or particular support needs they may have.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

## **JUDGEMENT – we looked at outcomes for standard(s) 2, 9, in 11, 17 and 20**

The young people are encouraged and supported to make decisions about their lives and to influence the way the school and the residential unit is run. They are supported by staff to communicate their views.

The young people have positive relationships with the staff.

The young people experience well planned admission and leaving processes.They also have their needs assessed and written plans outline how these needs will be met. However some changes are needed to create more cohesive Placement Plans.

The young people are able and encouraged to maintain contact with their parents and families while living away from their homes.

## **EVIDENCE:**

The school council has now been established to enable students to make their views known on issues related to the school. This council is attended by staff

and students and is currently looking at the issue of school meals. The deputy head also explained that the school governors had been consulting parents and young people as part of the monitoring and self-evaluation of the management of the school. Completed questionnaires received from parents as part of the inspection indicated that they were generally happy with the residential service being provided for their children.

During a student led tour of the residential unit the young people pointed out the new decoration and furnishings they had chosen for their rooms. It was evident that they had been supported by staff to express their individual tastes. Staff also confirmed that the young people are able to choose their after-school activities.

The relationships between staff and the young people were observed to be positive and supportive. The staff worked effectively as a team in setting clear boundaries and expectations of behaviour which the young people responded to well. It was evident from their interactions that staff were knowledgeable regarding the Young People's individual and group needs. Both staff and the young people were observed to respect the privacy of personal spaces such as bedrooms and the office. This demonstrated the ethos of mutual respect that was prevalent in the unit.

The residential admission procedure includes an assessment of the young people's needs, planned visits prior to moving in and allocation of a key worker at the point of admission. This is done in close liaison with parents/carers. The school has an information pack about the residential unit that is given to parents. This could be improved by including information on admission procedures.

Five care files were seen. These showed a good level of information and comprehensive recording which needs to be compiled into one written Placement Plan in accordance with standard 17.

The Head of Care and key workers keep regular contact with parents and encourage young people to make regular phone calls, write letters home and invite parents to attend special events such as birthday parties. Letter writing home is part of every young person's activity plan. Records were seen which showed phone calls between staff, young people and parents. The young people are also able to contact parents via e-mail.



# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

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

## **JUDGEMENT – we looked at outcomes for standard(s) 16, 21, 23, 24 and 25**

The young people are able to wear their own clothing outside school time and are helped to look after their own money.

The residential unit is well-designed and provides sufficient space and facilities to meet the needs of the young people resident there. The decoration and furnishing of the home had significantly improved since the last inspection, resulting in more homely bedrooms and an improved girls' bathroom. There were a few minor repairs needed.

The number of bathrooms and layout of the home ensures that the young people are able to carry out their personal care in privacy.

## **EVIDENCE:**

The young people were observed wearing their own clothes after school and a supply of their own clothing was seen in their bedrooms. The young people bring pocket money from home which they keep in their bedrooms. Each room has a coin chart and a guide to what different items generally cost. These

have been devised to help the young people manage their money and they were able to explain how they use it. Staff supervise the spending of pocket money to ensure that it is not all spent on sweets etc. Three of the young people resident at the time of the inspection were not able to look after their own money, therefore staff looked after it for them and kept an accurate record of their spending.

The premises were seen to be well designed, decorated and furnished and much improved since the last inspection. Most of the young people's bedrooms had been redecorated in accordance with their personal tastes and looked more homely as a result. The unit was generally well maintained with a few minor repairs needed. In one bathroom the towel rail needed fixing, in another bathroom the bath panel was loose and needed fixing and in one of the bedrooms there was a hole in the wall that needed filling.

The unit has a good ratio of bathrooms to young people which enables them to have either their own bathroom, or to share with one other young person. The bathrooms were well decorated and maintained and looked homely.



# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

## **JUDGEMENT – we looked at outcomes for standard(s) 1, 18, 19, 28, 29, 30, 31, 32 and 33**

The residential unit's Statement of Purpose is available to children, parents, staff and placing authorities.

The Young People's needs, development and progress is recorded in a way that reflects their individuality and social interactions, but greater detail is needed on some records.

The school keeps adequate records of both the staff and children of the school.

The young people are looked after by care staff who are competent and knowledgeable about their needs and have the skills and training to meet them. The staff themselves are supported and guided in promoting the Young People's welfare.

The Board of School Governors takes responsibility for monitoring the welfare of the young people using the residential unit, and ensures that the unit is efficiently run.

## **EVIDENCE:**

The school has a clear statement of purpose which is available to young people, parents, staff and placing authorities. This is written in an easily understandable format and is also available in Makaton.

The school was seen to keep appropriate records with regards to staff and students, but in some instances there was insufficient detail recorded On the Day/Night Shift Log. Staff need to ensure that detailed records are kept of any significant incidents occurring when they are on shift. All records were seen to be kept securely.

The records of the numbers and mix of staff working in the residential unit were appropriate to meet the needs of the young people placed there. Continuity is provided by residential staff also working as Learning Support Assistants within the school during the day.

A register is kept of all staff and young people present in the residential unit. This was seen to be satisfactory.

Staff training records showed that all staff received an appropriate induction programme and ongoing training opportunities. They showed that current staff had attended training appropriate to their roles. These records also form part of the staff's annual performance management appraisal. Staff spoken to during the inspection also described receiving a good induction and training programme.

All school staff attend weekly meetings in separate teams where residential issues may be discussed. However it is recommended that the residential staff also meet as a team at regular intervals.

Residential staff receive individual supervision once every four months in addition to day-to-day informal supervision provided by the Head of Care. Staff confirmed that they receive regular and supportive supervision. The Head of Care is supervised by the Deputy Head of the school via a weekly meeting. Records of this need to be kept.

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

Among the residential staff, four now have NVQ Level 3, two have nearly completed this and one is still doing it. Due to some staff only working for a few hours per week in the unit it was not possible to calculate a fair and accurate percentage of NVQ qualified staff. The Headmaster explained that the unit will have one more member of staff from September 2005 as two more children will be placed there. This will result in a satisfactory minimum 1:2.5 ratio.

The Headteacher and Deputy Head monitor the records appropriately. At the time of the inspection no trends or patterns had been identified that required action. The Headteacher now produces a report for the Board of School Governors about the school's residential provision in accordance with standard 32.4. A copy of this was seen to be satisfactory.

A member of the Board of School Governors now carries out visits in accordance with standard 33. A copy of their report was seen to be satisfactory.

# SCORING OF OUTCOMES

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

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

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

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

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

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

<b>ENJOYING AND ACHIEVING</b>	
<b>Standard No</b>	<b>Score</b>
<b>12</b>	3
<b>13</b>	4
<b>22</b>	3

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

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<b>Standard No</b>	<b>Score</b>
<b>16</b>	3
<b>21</b>	N/A
<b>23</b>	3
<b>24</b>	2
<b>25</b>	

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

no

Are there any outstanding recommendations from the last inspection?

### **RECOMMENDED ACTIONS**

These recommendations relate to National Minimum Standards and are seen as good practice for the Registered Provider/s to consider carrying out.

No.	Refer to Standard	Good Practice Recommendations
1.	4	Make amendments to the complaints procedure as detailed in this report.
2.	11	Include information on admission procedures to the residential unit in the parents' information pack.
3.	17	Devise Placement Plans from the information contained in the young people's care files.
4.	24	Carry out minor repairs as detailed in this report.
5.	18	Ensure that detailed records are kept in the Day/Night Log Book of any incidents that occur during a shift.
6.	30	Hold regular meetings for the residential staff to meet as a team.
7.	30	Keep records of the Head of Care's supervision meetings with the school Deputy Head.



## **Commission for Social Care Inspection**

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