



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **Fosse Way School**

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

*Lead Inspector*  
**Sam Chisholm**

*Key Announced Inspection*  
**26th June 2006      10:00**

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
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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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  
Bath & N E Somerset  
BA3 3AL

**Telephone number** 01761 412198

**Fax number**

**Email address**

**Provider Web address**

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

**Name of Head** Mr David Gregory

**Name of Head of Care**

**Age range of residential  
pupils**

**Date of last welfare  
inspection**

**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.

The inspection was carried out through discussions with staff and young people, questionnaire feedback from parents, a tour of the accommodation, scrutiny of records and observation of routines and activities.

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

Staff have very good relationships with the young people and good systems in place to meet their needs and support their progress, including very good links with school.

Very good consultation systems are in place to encourage young people's participation in decision making processes.

The School has excellent systems in place for the internal monitoring of records.

The School has made a strong and successful effort to improve its meal provision.

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

The complaints procedure has been appropriately amended. Admission procedures are now included in the parents' information pack.

Satisfactory care/placement plans are now in place.

Minor repairs have been carried out.

Recording is now suitably detailed.

Staff meetings are now held termly.

Records are now kept of the manager's supervision.

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

Staff vetting needs to fully comply with Standard 27.

Missing Fire Alarm test records need to be obtained.

Some refurbishment of the accommodation is still needed.

All staff need to attend fire safety, first aid and food hygiene training.

The manager's supervision needs to be recorded in more detail once a term.

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**

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# 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 the following standard(s):

### 14 and 15

The young people live in a healthy environment and their health needs are appropriately identified and met. Staff are generally well trained, but the manager needs to ensure that all staff have attended first aid training.

The School has made a great effort to consult with pupils, staff and parents about school meals. This has resulted in young people being provided with healthy nutritious meals that meet their dietary needs.

## EVIDENCE:

A tour of the accommodation showed that a healthy environment is being provided for the young people.

The young people's files contained a medical section that included information about their health needs, relevant medical records and details of medication. Some of this information was also included in other plans and records used on a daily basis by staff. Staff training records showed that staff had attended a wide range of training related to meeting the physical and mental health needs of the young people. Not all staff have attended a First Aid course and it is recommended that they do this as part of their basic training, following induction. Some staff have attended a 3 day First Aid course, ensuring that each shift includes staff with this training.

Medication administration, receipt and disposal records were seen to be appropriately kept. Medication was seen correctly labelled and stored.

The School is part of the Healthy Schools initiative and constantly reviews its food provision to provide a high standard of healthy meal options. The menus seen reflected this. They included meal and snack options, including vegetarian. Reference to specific dietary needs and allergies was seen

recorded on care plans. Both staff and young people said that they felt the food had greatly improved over the past year. One young person said that the evening menu sometimes changed without notice. Staff said they felt that giving regular feedback to the cooks had been helpful in making improvements.

The School has a Nutrition Action Group that meets regularly and includes representatives from kitchen and school staff, pupils and parents. The group have discussed improvement of meals and feedback from parent questionnaires that were sent out in April 2006. Minutes from two of these meetings were seen.

An environmental health officer Food Hygiene Inspection report from 16/05/06 was seen. It reported that the school had very good standards and an effective cleaning schedule.

# 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 the following standard(s):**

### **3, 4, 5, 6, 8, 10, 26 and 27.**

The young people's privacy is respected and information about them confidentially handled. Complaints are dealt with and recorded appropriately.

The School has appropriate policies, procedures and recording systems in place with regard to bullying, children absent without authority, serious incidents and physical interventions. Appropriate strategies are used to encourage the development of acceptable behaviour.

The house provides a safe and secure environment, but the caretaker needs to obtain missing fire alarm test records as detailed below.

The School has a good system in place for selecting and vetting all staff, but needs to ensure that this system complies fully with Standard 27.

## **EVIDENCE:**

The privacy and confidentiality policy was seen. This included a section for the residential provision which addressed appropriate issues. Staff were observed respecting privacy by knocking on doors before entering and handling records in a confidential manner.

The complaints procedure was seen. This had been satisfactorily amended following recommendations from the last inspection. It now includes procedures specific to the boarding provision, timescales and CSCI contact details. No complaints had been made since the last inspection.

The School has an appropriate child protection policy and copy of the Bath and North East Somerset local Safeguarding Board procedures. A social worker linked with the school liaises with other local authorities regarding child protection procedures for young people placed from outside the local area. There had been no referrals or incidents relating to child protection in the boarding provision since the last inspection. All staff receive training in child protection. The manager needs to ensure that this is clearly recorded on their training records.

The School's anti-bullying policy was seen to be detailed and informative. Incidents of bullying are recorded in the incident log. This showed that no incidents of bullying had been reported in the boarding area since the last inspection. Parents also receive a questionnaire every November from the governors which includes feedback on concerns around safety and welfare. No incidents of bullying were reported by parents on the CSCI inspection questionnaires.

The School has an Emergency Plan which includes procedures for dealing with pupils absent without authority. Any occurrences are recorded in the Serious Incident Log. No incidents of this (in relation to the boarding provision) had occurred since the last inspection.

Examples of individualised positive behaviour strategies and sanctions were seen on young people's files and care plans. These included behaviour target record sheets and clear instructions for staff to promote progress on these. The targets, rewards and sanctions were all appropriate and presented in a format that the young people could understand.

The physical interventions log showed that there had been six interventions used in the past year. Records were detailed and showed that interventions were used in appropriate circumstances.

Entries in the Incident Log were clear and detailed and showed that staff had responded to them appropriately.

All staff are trained in the use of physical intervention and have attended a range of courses in behaviour management.

Satisfactory checks of gas and electrical safety were seen. Fire drill records showed that they have been carried out termly. It is recommended that all attendees are recorded as well. Fire alarm test records showed a gap between 24/03/06 and 18/06/06. The caretaker explained that this was when building work had been carried out and the building company had carried out the tests and recorded them. These records need to be obtained and kept by the School.

Two staff files were seen. Both included satisfactory CRB checks, but one file from 2002 only contained one written reference. The headteacher confirmed that he had taken the other reference verbally via a telephone call, but this was not recorded. Neither file complied fully with the requirements of Standard 27.2. It is recommended that the manager audits her staff files and ensures that they comply fully with Standard 27.2.

# 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 the following standard(s):

### 12, 13 and 22.

The residential provision has very good systems in place for actively supporting the young people's educational progress at school.

The young people are able to participate in a wide range of activities both within school and the local community.

The young people receive a high level of individual support appropriate to their needs.

## EVIDENCE:

Education needs and goals were seen recorded on young people's care plans. In addition education files were seen for four young people that were case tracked. These contained assessments of need and plans to meet them, specific speech and language treatment plans, psychologist reports and records of attainment levels.

One young person's file contained a comprehensive assessment and plan relating to his transfer to a residential college for further education. The young person spoke about this move and the preparations he had made for it with enthusiasm.

Most of the house staff also work in the school during the day. This has created effective links between hostel and school.

After school, the young people have a snack in the house kitchen and then have an hour of free time before their evening meal and organised activities.

During their free time, the young people were observed reading, watching TV and videos and talking to staff. One member of staff took two young people swimming. Two of the young people spoken with said that they participated in a number of activities, including visits to the local shops and library, playing games consoles, making models and playing musical instruments. They also attend a Youth Club in Bath. The equipment for some of these activities was seen during a tour of the accommodation. Records of the activities were seen in the young people's Link Books.

In addition to individual therapeutic support, the young people have keyworkers within the hostel who complete a feedback sheet with them fortnightly about what they have and haven't enjoyed and their progress on behavioural targets. Evidence of this was seen on the feedback sheets. The young people also had individual schedules in their rooms.

Written guidance for staff on individual daily support was seen and records of this contained in the Link Books.

# 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 the following standard(s):

### 2, 9, 11, 17 and 20

The young people are actively encouraged and supported to influence and make decisions about the way the hostel and School are run. The School excels in this area.

The staff have a very good relationship with the young people.

The hostel has well planned admission and leaving procedures.

The young people's needs are appropriately assessed and met. Good, clear systems are now in place to promote this.

Young people are able to maintain contact with their families while living at the School.

## EVIDENCE:

Young people using the residential facility are able to make their views about this facility known through the Feedback Sheets they complete fortnightly with their keyworker. Staff were also observed consulting them verbally. One member of staff said that he found the feedback sheets to be a useful tool in



understanding the young people's needs better and strengthening the relationship with them. The sheets also provide information for the manager when she reviews the care plans.

The young people are also consulted through their representatives on the School Council and School Nutrition Action Group. Minutes of these meetings were seen to include requests for action, follow-up to requests and actions to be taken.

Staff were observed to have a very good rapport with the young people. The manager explained that there had been a number of new staff recruited over the past year. One of the young people said that he liked the new staff. Feedback from parent questionnaires indicated that they were happy with the way staff related to their children.

The Admission Procedures were seen to have been included in the Parents' Information Pack, as recommended at the last inspection.

Placement/care plans were seen to have been revised as recommended at the last inspection. They now comply with Standard 17, although the manager needs to monitor that they consistently contain sufficient detail under each section heading.

The plans form part of a system of recording that includes daily routines guidance for staff, Link books (for school, hostel and home) that record activities, issues and staff observations, Daily Communication sheets between the hostel and school, Behavioural Target Sheets and Feedback Sheets. Together these form a good system for assessing and meeting needs and recording relevant incidents, issues and activities. This is good practice. Staff interviewed were able to satisfactorily describe how they use these systems on a daily basis and one member of staff said that he had found the new placement/care plans very useful in providing clear information about needs and targets.

Contact information was seen clearly recorded on the young people's files and feedback from parents indicated that this was well managed.

# 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 the following standard(s):

### 24

The young people live in accommodation that is generally well decorated, furnished and maintained, however some refurbishment is still needed as detailed below.

### EVIDENCE:

A tour of the accommodation (led by two of the residents) showed it to be generally clean, tidy and well furnished. Refurbishment of the house has continued during the past year, with new sofas now in the lounge area and young people's rooms made more homely with their personal possessions and decoration to their tastes.

Some areas still need attention as follows: the windows in the lounge area need restrictors, one sleeping-in room needs a shower, the kitchen units and floor are worn and need replacing, the broken tumble dryer needs replacing, the carpet and chair cushions in the dining area are very dirty and stained and need replacing, the dining area needs re-decorating.

The manager showed written quotes for refurbishment of the kitchen and dining areas planned for this summer. Confirmation of completion of this work needs to be supplied to the CSCI next term.

Evidence was seen that the minor repairs recommended at the last inspection had been carried out.

# 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 the following standard(s):**

### **1, 28, 29, 30, 31, 32 and 33.**

There is a clear Statement of Purpose that is made available to all interested parties.

The young people are looked after by sufficient numbers of staff who are suitably qualified and supervised to meet their needs.

While staff generally receive a good level of training overall, the manager needs to ensure that they have all attended the basic training detailed below.

The manager receives a good level of supervision, but it is recommended that this is recorded in more detail once a term.

The School has an excellent level of internal monitoring.

External termly monitoring is appropriately carried out.

## **EVIDENCE:**

The Statement of Purpose was seen to accurately reflect the service provided.

The staff rota for June 2006 was seen. This showed that an appropriate number of staff are on each shift for the numbers and needs of the young people currently using the accommodation. Staff training records showed that staff had attended a wide variety of courses in behaviour management, medication procedures, physical intervention, child protection and leisure activities. The records showed that there were some gaps in fire safety, first aid and food hygiene training and updates. The manager needs to ensure that all staff attend this basic level training. Both staff interviewed had attended a wide variety of ongoing training.

The manager and staff spoken with confirmed that staff meetings are now held six times per year. Records of these were satisfactory.

Staff records seen showed that they receive supervision once a term (six times per year) and that appropriate issues are discussed at these meetings. Records were seen of the weekly supervision meetings between the manager and the deputy head. It is recommended that one meeting per term is recorded in more detail to reflect the content of the supervision more comprehensively.

Records of staff qualifications showed that they all either had NVQ3 in Childcare or an equivalent qualification or were completing it.

The internal monitoring records were seen. These showed an excellent, comprehensive system of internal checks of all necessary records.

A copy of the head teacher's annual report to the governors was seen to be a fair and accurate reflection of the hostel and current issues and improvements relating to it.

Two external monitoring reports were seen to address relevant issues within the hostel.

# 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>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	2
<b>15</b>	3

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

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

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>9</b>	3
<b>11</b>	3
<b>17</b>	3
<b>20</b>	3

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	X
<b>24</b>	2
<b>25</b>	X

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	2
<b>30</b>	2
<b>31</b>	3
<b>32</b>	4
<b>33</b>	3

Are there any outstanding recommendations from the last inspection? No

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS27	Ensure staff vetting fully complies with Standard 27.	26/06/06
2.	RS26	Obtain missing fire alarm test records.	
3.	RS29	Ensure all staff have attended basic training as detailed in this report.	31/10/06
4.	RS24	Refurbish accommodation as detailed in this report.	
5.	RS30	Record manager supervision in detail once per term.	

## **Commission for Social Care Inspection**

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