

Fosse Way School

Fosse Way School, Longfellow Road, RADSTOCK, BA3 3AL

Inspection dates	27/03/2014	
Overall effectiveness	Good	2
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Good	2
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is good because

- The overall effectiveness of the boarding provision is good. The school's 24 hour curriculum contributes to young people achieving outstanding outcomes. Young people's social skills, self-esteem and self-confidence continues to thrive at this school.
- There is on-going reflection of practice and an ambition to improve the quality of the provision. Members of staff at all levels look to improve how the boarding provision can further improve its services. An experienced senior management team is the key driver in the search for excellence and the capacity to reflect and improve.
- Staff report they feel well supported by both senior management and colleagues. The management open door policy is appreciated and enables staff members to share information and concerns as they arise.
- Young people are supported by a competent, professional and well trained staff team that put the needs of children at the heart of their practice. Comprehensive care and support plans clearly identify the needs of the children. Individual risk assessments are implemented and regularly reviewed to reflect the care that is required.
- Young people are encouraged, stimulated and provided with a diverse range of after school activities.
- Staff promote and maintain effective communication with the parents which ensures young people receive consistent holistic care which meets their identified needs. The training and development programme for staff ensures they are kept informed of current practice and legislation.
- Young people's safety is protected. Health and safety procedures and policies are effectively implemented.

Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools. The details are listed in the full report.

Information about this inspection

Inspection team

Sharron Escott

Lead social care inspector

Full report

Information about this school

The school is a Academy special school, located in the town of Radstock. It provides education for 175 aged 3 to 19 years who have a statement of special educational need. In addition, it offers weekly residential provision for up to 12 pupils of either gender who have autistic spectrum needs. Whilst the majority of these pupils will be between 11 and 18 years of age, where appropriate, accommodation may be made available to those aged 19. The residential provision forms part of the main school building. The residential provision was last inspected in June 2012.

What does the school need to do to improve further?

- All children are provided with meals which are adequate in quantity, quality, choice and variety.
- **The school must meet the following national minimum standards for residential special schools.**
 - Accommodation is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any children with restricted mobility. The accommodation contains suitable specialist facilities to support children whose disabilities require them. (NMS 5.4)
 - A written record is kept of major sanctions and the use of any physical intervention. Records may include the information in Appendix 2 (Residential Special Schools National Minimum Standards) - 'use of physical restraint'. The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice. (NMS 12.6)

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for young people continue to be outstanding. The 24 hour curriculum and the relationships maintained with the young people by long term serving staff members has resulted in young people positively benefiting from excellent continuity of care. Young people are looked after by a staff team who are genuinely interested in their progress and well-being. The atmosphere within the boarding house is relaxed and nurturing.

Young people's educational achievements are outstanding, attendance and attainment is excellent as a direct result of using the boarding provision. Young people continue to make exceptional progress in developing their self-esteem, emotional resilience and confidence at this school. They benefit from the highly supportive environment where they do not feel stigmatised and are valued as individuals which enables them to thrive.

Young people have access to and engage in an extensive range of activities which builds their confidence. Creative and imaginative activities promote team work and continued learning. Young people are encouraged and supported by highly motivated and animated care staff, they explore new interests, engage in group activities and maintain talents, interests and hobbies. Young people show consideration and respect for the views and needs of others.

Young people readily take on roles and responsibilities within the boarding community; for example, recycling food and waste. Additional opportunities for the more able students are provided which includes working at the school on site café. Young people serve members of the community with homemade sandwiches, cake and beverages. This ensures that they make a significant contribution to the community.

Robust transition planning ensures that young people settle well into boarding life and leave having acquired independent skills that positively benefit their transition into adult life. As a result, young people transition to supported independence is successful. They are able to manage and maintain their personal hygiene and undertake domestic tasks. Young people leave this school with confidence to interact with the community, form friendships, use public transport and cook wholesome and nutritious food.

Quality of residential provision and care

Good

The quality of the school's boarding provision and care is good. The staff team are long serving, well trained, motivated and well organised. They are very child focused and committed to provide high quality and personalised care for the young people who they look after.

Robust and effective placement planning and transition has significantly contributed to how young people settle within the boarding provision, they achieve outstanding outcomes and transition to supported independence and are fully supported and prepared for the transition into adulthood.

Personalised care plans, behaviour management plans and risk assessment are developed using information and input from supporting agencies and parents. These documents are frequently reviewed and updated. Each young person has an allocated key worker, who works and communicates closely with the young people's, parents and supporting agencies to ensure individual changing needs are met and shared. The residential staff, with one exception, also work with the young people in the education setting as well as boarding. This ensures young people receive excellent continuity of care.

Young people have access a wide range of activities within the boarding house, in addition easy and regular access to the education resources which include; school swimming pool, hydrotherapy pool, sport equipment, catering facilities and the information technology suite. These enable them to increase their self-confidence, integration with the wider community and develop independence skills. All of the young people are able to exercise choice as to what activities they undertake regardless of their level of communication.

Young people's physical, emotional and mental health is given a high priority. This is achieved because the communication and information sharing systems are well maintained. The care team, education staff, health care professionals and parents work effectively together to promote the health of the young people. Young people remain registered with their own doctors and dentists, and parents retain primary responsibility for meeting their child's routine health needs. A young person said, ' when I am not well I speak to staff, they look after me and arrange for me to go home'.

The staff are trained in first aid and the administration of medication. Medication at the school is well managed. Written consent is provided by parents for prescribed medication and home remedies. Young people's health care needs are clearly defined and recorded within their health care records.

Young people eat in the school's central dining area for two nights of the week and dine in the boarding house the remaining two. Care staff support young people during meal times with utmost care and attention whilst promoting independence with dignity. Young people are encouraged to choose their meal preferences daily which are healthy. However, menus are lack variety and are limited in choice. For example young people can have a choice of a vegetarian dish or one meat dish. In addition, the central dining area does not promote a positive social dining experience.

Young people board Monday to Friday and then return home at the end of the educational day on Friday. Care and education staff maintain frequent contact by phone and emails with parents to keep them up to date regarding their child's progress. All young people inclusive of those with limited communication skills are encouraged and supported to maintain contact with parents. The introduction of new hand held electronic devices will provide greater opportunities for young people to access visual social media sites to contact parents.

Residential pupils' safety

Good

The school provides a safe and secure environment. There are robust procedures in place and which adhered to, to ensure young people's safety. Young people spoken to state that they feel safe.

There are no reported episodes of children going missing and there has not been reported safeguarding and child protection concerns within the boarding provision. The Local Authority Designated Officer confirmed that there have not been any referrals made. All staff receive regular child protection training and demonstrate a excellent awareness of safeguarding procedures. Staff are able to name the safeguarding leads in the school. Bullying is not identified as an issue in the school.

Individual and group work is undertaken with young people on keeping themselves safe. This includes young people supported by care staff walking through the fire evacuation procedures, this ensures young people are aware and confident with what actions to take in the event of a fire. The school undertakes regular servicing of electrical, gas and fire safety equipment. These are supported by detailed environmental risk assessments. These measures ensure that young's people health and safety is promoted.

Behaviour management at the school is focused on positive reinforcement and proactive behaviour management strategies which are regularly reviewed. As a result young people's targets are individualised, realistic and achievable so that young people continue to achieve and thrive. Care and behaviour management plans are consistently applied by the care and education staff and parents. This work is successful as a result of the in-depth knowledge the staff have of the young people in their care.

Staff receive training in the school's chosen form of physical intervention. Physical intervention is only used as a last resort and for limited periods. However, the records relating to significant events and interventions do not consistently reflect and detail the actual incidents that have occurred. Records include ambiguous terminology and the effectiveness of the intervention is not evaluated when signed off by senior management. In addition, the records do not consistently detail the young person's behaviour leading up to an incident, care staff's actions, support provided, sanctions imposed and effectiveness of the intervention. This shortfall impacts on the school's monitoring systems because of the quality of information available. Records are monitored by the school's intervention trainers termly to identify patterns and trends of behaviours, these time scales are being reviewed as a result of the deficiencies identified as a result of this inspection.

Young people are safeguarded from harm as a result of the school's robust recruitment and vetting procedures. Recruitment records are well maintained and demonstrate safer recruitment practises are adhered to. There is also a robust health and safety process at the school, which is strictly adhered to.

Leadership and management of the residential provision Good

The leadership and management of the residential provision is good. Care staff who also work within the education are long serving, competent and skilled. Young people receive excellent care and support. The needs of the children are paramount and the head of care works closely with the Head teacher, senior leadership team, health care professionals and education staff to ensure that the residential provision provides an individual service to the children.

The boarding provision is small in number, currently accommodating nine young people. Staff levels are high which enables the young people to receive individualised care they need and deserve. Young people say they enjoy boarding and like the care staff. Young people's boarding experience has significantly contributed to the young people's personal and social development. Progress achieved is outstanding, young people are well prepared for the transition into adult hood and many acquire skills to continue with further education and or living in supported independence.

Young people have access to an independent listener. This ensures that children are able to speak to someone directly about any personal problems or concerns. In addition, young people are provided with contact information for the Children's Rights Director and Ofsted if they should choose to raise a concern or complaint independently.

Young people are supported by a team of staff that are motivated and committed to meet the needs of the children. Staff feel supported and confirm that they receive regular support and supervision, and their performance is appraised annually. The school provides staff with a comprehensive training and development plan with specific training to meet the needs of the children. This ensures that staff are provided with the awareness and practical skills to meet the individual needs of children. Staff speak highly of the senior management team and say they feel involved in decision making and are kept informed of events at the school. The open door policy enables them to raise any matters of concern outside of formal supervision.

The school has an independent person who regularly monitors the work undertaken in boarding and they produce a report. Recommendations and deficiencies are clearly identified and repeated if action has not taken place. These include the presentation of the boarding accommodation looking tired, worn and dated and the young people's dining experiences that lack variation and consistency of portion size.

All the required policies and procedures are in place and adhered too. There are all regularly reviewed and updated in light of changes to legislation. Consultation with young people and parents also inform the development of policies and procedures as do lessons from events at the school.

Parents and young people are provided with excellent written and pictorial information about the boarding provision. These documents are regularly reviewed and summarise the Statement of Principles and Practice.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	137493
Social care unique reference number	SC041476
DfE registration number	800/7035

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	
Number of boarders on roll	10
Gender of boarders	Mixed
Age range of boarders	
Headteacher	Mr Justin Philcox
Date of previous boarding inspection	13/06/2012
Telephone number	01761 412 198
Email address	office@fossewayschool.com

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