

# Fosse Way School

Fosse Way School, Longfellow Road, Radstock BA3 3AL

Residential provision inspected under the social care common inspection framework

## Information about this residential special school

The school is an academy special school. It provides education for 218 students aged three to 19 years who have a statement of special educational need. In addition, it offers weekly residential provision for up to 11 students of either gender who have autism spectrum disorders. While most of these students will be between 11 and 18 years of age, accommodation may be available to those aged up to 19, where appropriate.

The residential provision forms part of the main school building. The residential provision was last inspected in March 2017.

**Inspection dates:** 21 to 23 January 2019

**Overall experiences and progress of children and young people, taking into account** **outstanding**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **outstanding**

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

**Date of previous inspection:** 7 November 2017

**Overall judgement at last inspection:** good

## Key findings from this inspection

This residential special school is outstanding because:

- Students make outstanding progress in their education and in their emotional and social well-being. Parents speak exceptionally well of the positive outcomes for their children, and the highly valuable effect that staying at the residential provision has on their children.
- Leaders and managers have developed and now use an innovative assessment system that allows the school to focus on improving students' non-academic skills. A strength of this system is the ability to set specific individualised targets and to measure students' progress.
- Although this is a residential school, students stay in an environment that is akin to a positive family setting.
- Staff receive bespoke training that provides them with the skills to support students and to keep them safe.

The residential special school's areas for development are:

- Although students receive debrief discussions following the use of physical intervention, the format used to seek and records their views is not presented in a child friendly format.

## **What does the residential special school need to do to improve?**

### **Recommendations**

- Ensure that the format used to seek and record student's views following the use of an intervention is presented in a child friendly format and adapted for those children with complex needs.

### **Inspection judgements**

#### **Overall experiences and progress of children and young people: outstanding**

Leaders and managers continually find and successfully use innovative strategies to help students to make progress. The bespoke support provided to students across the 24-hour period helps them to build on their strengths in non-academic subjects and actively involves them in the planning and evaluation of their individual goals. As a result, all students are supported to succeed so that they leave school with qualifications, like other young people. This is excellent practice and is worthy of sharing with other settings.

Students are making outstanding progress in developing their self-confidence and their independence skills, and improving their social and communication skills. One parent said, 'I have noticed a marked improvement in my son's confidence.' This was echoed by another parent who said, 'A brilliant facility. The 24-hour curriculum develops my son's self-care and social skills constantly, and he loves going there.'

The residential provision is an important and integral part of the school. Excellent partnership working between school staff and care staff ensures that students receive high-quality, consistent and individualised care and support. This care and support is provided throughout the students' time in the school, but is exceptionally effective when students move in. These moves are sensitive and positive experiences that help the students to develop trusting and long-lasting relationships and provide them with strong foundations from which they thrive.

This residential provision provides students with a 'home-from-home' experience. Throughout their time at the residential provision, students have their own bedroom. These rooms are highly personalised and are adapted to meet their individual needs. Students are comfortable, relaxed and happy to stay here. The atmosphere observed is akin to that of a happy family home. Excellent relationships are developed between staff and students.

#### **How well children and young people are helped and protected: good**

Students say that they feel safe in the residential provision and that staff help them to stay safe effectively. Although there have not been any direct referrals made by

the school to the designated officer, leaders and managers work together with safeguarding agencies to keep students safe. Staff demonstrate a good awareness and understanding of safeguarding processes.

Positive behaviour is promoted well. The residential manager scrutinises records in relation to behaviour management and physical interventions thoroughly. He looks for triggers and trends and uses this information effectively to help staff to understand the students' needs and to find alternative ways of supporting them. Senior leaders and governors have a very good understanding of behaviour management because the residential manager provides them with detailed and informative reports about the team's work in this area.

Physical intervention is rarely used. The least restrictive approach is commonplace and is only used for the shortest time to keep students safe. Staff talk with students about how they feel after an incident and seek their views about the physical intervention. However, the format currently used to seek, and record student's views is not presented in child friendly format or adapted for those children with complex needs..

Since the last inspection, leaders and managers have provided all staff in the school with bespoke training in supporting and guiding students who have autism spectrum disorders and in sexual health and relationships. This training is helping staff to talk openly with students about developing relationships, private and public behaviour and appropriate physical and verbal intimacy.

### **The effectiveness of leaders and managers: outstanding**

Leaders, managers and governors provide determined, motivated and focused leadership. They have high expectations of themselves, staff and students, and their relentless efforts ensure that students experience outstanding opportunities and make exceptional progress.

Leaders, managers and governors know their provision well. Monitoring activities are used effectively so that leaders understand accurately how the provision is performing and can identify where improvements can be made. The executive principal visits the residential accommodation regularly to meet with the students and staff to seek their views and to ensure that the provision meets the school's aims and principles. The principal shares these findings with other leaders, and together this strong team finds creative solutions to improve students' residential experience.

This setting is outward-looking and forward-thinking. For example, the executive principal has been instrumental in supporting staff to use research to develop and introduce monitoring tools and systems that innovatively devise, measure and evaluate students' achievements.

Leaders and managers maintain high-quality standards of practice and, over the

years, a culture of continuous improvement has been built. Staff receive high-quality training that enables them to remain up to date with current practice. An excellent example is the provision of bespoke training for all staff in relation to sexual health and relationships for children on the autistic spectrum. As a result of this relevant training, staff have the skills and tools to support students in these matters effectively. In addition, students develop their self-confidence and the skills that prepare them for adult life.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the school knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Residential special school details**

**Social care unique reference number:** SC041476

**Headteacher/teacher in charge:** Mrs Emily Massey

**Type of school:** Residential special school

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## **Inspector**

David Kidner, social care inspector



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