

Frewen College

Inspection report for residential special school

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Inspector	Lindy Latreille
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Address	Frewen Educational Trust Ltd Frewen College Brickwall Rye Road Northiam RYE East Sussex TN31 6NL
Telephone number	01797 252494
Email	office@frewencollege.org
Registered person	The Frewen Educational Trust Ltd
Head of care	Linda Smith
Head / Principal	John Maudsley
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Frewen College is a day and weekly boarding school for boys aged between nine and 17 years of age, also offering day places for girls. Boarders are able to stay at the school for weekends if they choose. The school provides a specialist education for young people with dyslexia, dyspraxia, dyscalculia, Asperger's syndrome, sensory integration and speech and language difficulties. Facilities include an outdoor swimming pool, fitness room, modern library and learning centre; football and basketball play areas and extensive grounds and parkland of a Grade 1 listed property. The school is a registered charity run by a governing body. The charity is also responsible for the running of 'The Oaks', a primary school located a short distance from the college campus. All the young people who attend the school have been identified as having special educational needs (SEN). At the time of the inspection there were 25 boarders out of a school roll of 90 young people.

Summary

This was the annual inspection for 2007/8. All key standards of the National Minimum Standards (NMS) were inspected under the Every Child Matters (ECM) headings. Frewen College provides good outcomes for young people. The strengths of Frewen College are the individual care that boarders receive, their good progress in holistic development that they achieve and the skilled support by informed, enthusiastic and qualified staff to encourage them to reach their potential. Frewen College is a residential special school that delivers a good level of care and support for all the boarders.

The overall quality rating is good.

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

Improvements since the last inspection

At the last inspection recommendations to improve the care offered were raised. These have been addressed by the school. The school now ensures the targets from Individual Educational Plans (IEP) are available to staff. They are in the cupboard with the boarding records so that staff have easy access, when needed, to inform care planning. The school was to ensure that the young people are aware of the name and telephone number of the Independent Visitor. This information is displayed on a boarding notice board and boarders are informed when visits are arranged. The required electrical work was carried out by an authorised electrician and the Commission for Social Care Inspection (CSCI) was informed following the previous inspection.

Helping children to be healthy

The provision is good.

Maintaining health is managed daily by the boarding staff, the school nurse, known as Matron by the pupils, and on one day each week, her assistant. Documentation has been improved to capture the necessary information about the young people from their families. Boarding staff are aware of the prescribed medication for some of the young people in the boarding house and the relevance to their complex behaviour. Consultation with the children and adolescent mental health service (CAMHS) informs appropriate care and understanding for the young people. Signed consent is on file, as are relevant letters to parents about health matters. The school use a variety of other staff, including counsellors, speech and language therapists (SALT) and occupational therapists (OT) to support the well being of pupils. The school nurse has a

professional manner when managing health tasks for the young people and is approachable to visiting parents. She is attending a university course considering the nursing issues in boarding schools. The assistant head of boarding is also attending a university course, to consider the welfare and pastoral care of boarders. Associated training for staff to manage other health topics has been provided, where appropriate, and all staff are trained in first aid. Health matters are dealt with confidentially and record keeping is current in relation to prescribed medication; records are held securely. Some parents send in homely remedies for their children to take. All medication is recorded appropriately. None of the young people require intimate care and should they become ill there is a sick bay next to the school nurse's office. The call bell system in sick bay is broken and another system is to be installed. Exercise is sensitively encouraged where appropriate for young people to meet their individual needs, and healthy living encouraged for all. The catering manager has put in place a variety of healthy options for all meals well in advance of the Government guidelines soon to be introduced. The young people are positive in their comments about the way that their health is maintained and about the meals that they receive. Outcomes are good for the young people in this area of their care.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Privacy for the young people is well managed and they have access to the use of telephones privately. There is a sensible procedure in regard to mobile telephones, which the boarders abide by. There is a formal complaints procedure in place which is managed satisfactorily and no external complaints have been received. Boarders prefer to verbalise their comments or concerns, to staff, boarding staff or the Principal and are encouraged to do so in their guide to boarding. The latter confirms that they frequently use this route and systems are in place to improve how these are logged. In speaking to the young people they confirm that they do not always feel listened to when their requests are not actioned; some of this is likely to relate to their complex needs and inability to process. The heads of boarding feel that the 'Boarding Forum' will continue to build on better communication through these minuted meetings. There are no safeguarding issues in the boarding house and where necessary contact is made with the Local Safeguarding Children's Board (LSCB) to take advice and guidance. Staff are trained in the protection of the young people in their care and aware to refer concerns. The young people confirm that there is very little bullying evident in the boarding house and that staff actively manage this well. Older boarders show an understanding of the detrimental impact of bullying and speak of intervening when they observe incidents. Where young people have been absent without leave these incidents have been managed in line with the school policy and procedures. Behaviour management is an integral part of the care of young people boarding at Frewen College. There are incentives to behave in an appropriate way in all aspects of boarding life, and monetary rewards follow good order marks. This is closely observed by all staff and monitored by the senior management team (SMT) to provide consistent support to the young people and liaison with families and guardians. Sanctions are recorded and a senior member of staff monitors them in regard to the effectiveness. All staff have attended a training course from external instructors in the management of actual or potential aggression (MAPA) a course accredited by the British Institute of Learning Disabilities (BILD). Physical intervention only takes place in order to safeguard young people. Young people consulted confirm that sanctions and the management of their behaviour by staff is fair. The Business and Estates Manager oversees a staff team to maintain the health and safety of the school. Risk assessments are in place for the house and grounds; boarding staff have responsibility for the risk assessment of outings which are on file. Fire prevention is managed by external contract each three months

and fire drills are recorded in respect of time, date and persons evacuated; the author of this record does not sign it at present. All records are monitored by the Principal as part of the quality assurance. A previously planned appointment by the Fire Service is arranged to take place after the inspection.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The heads of boarding have a small teaching commitment and this supports their knowledge of the young people's educational progress and allows for greatest support in this area. All boarders attend a homework session from 16.00 until 17.00 allowing them to be free of education during the evening, unless they choose to do some further work. Where boarders are struggling to complete their work they are supported during the boarding time by staff. Boarders do have space in their rooms to study if they wish and staff are available to assist. The young people feel this support is beneficial to their progress. A wide and varied range of activities is offered to the boarders during the week and at weekends, and staff are very enthusiastic in their support. Some external tutors attend to offer experiences in samba music and pottery; the former observed and greatly enjoyed by all participants. The boarders have access to the new sports hall in the village offering a very active session during inclement weather; seen on inspection. Activities are recorded to ensure that the young people are using the periods in a way that supports holistic development. The young people are positive about the range of activities provided but would like more frequent access to the village. Careful explanations, with reasons, are given to the boarders when this is not possible. Staff demonstrate a thorough understanding of each young person and their complex needs in relation to school and boarding. The enthusiasm of staff, seen at inspection, in the achievements of the young people is extremely positive and effective in raising self esteem. The Principal values the raising of self esteem in the development of holistic skills for all the young people in the school.

Helping children make a positive contribution

The provision is good.

The development of the 'Boarding Forum' by the heads of boarding enables young people to bring their concerns and contributions to a minuted meeting, supporting their social and communication skills, however the logging of complaints has been inconsistent. This is helping them develop a rights and responsibilities focus. The young people demonstrate a good verbal range of communication and have accessibility to staff and the Principal, which they use. The Individual Boarding Plans (IBP) consider the targets for each young person to be met over time. Though the staff are very familiar with appropriate strategies to enable the young people to meet these targets, which they do, some of the IBPs lack the clarification of these strategies. The outcomes for the young people support that strategies are in place. Some questionnaires have been returned by parents. All are very positive in their comments, feeling informed about their child's progress and welfare and see 'the child's interest recognised and supported'. Other comments include an excellent ratio of staff and good role models. Information concerning parents and guardians is currently held on file and letters to parents evidence contact. The young people confirm that they are able to contact their families and this is facilitated by the boarding staff with sensitivity. The statement of purpose does not include Ofsted's contact details; this is displayed on notice boards around the house.

Achieving economic wellbeing

The provision is not judged.

Organisation

The organisation is good.

The statement of purpose and parents' handbook give a clear overview of the facilities available at Frewen College. Pupil and boarders' guides also inform; these being read to young people who are not able to manage this level of literacy. The mission statement of the school identifies that respect is at the core of their philosophy. Staffing ratios during boarding meet the young people's needs, providing a safe and homely environment. The Principal is a frequent visitor to the boarding areas during the evening and early morning. There are two Gap students who also assist the heads and assistant head of boarding, as well as a member of the teaching staff. Staffing levels are maintained even when there are additional visiting tutors to take individual activities. There are appropriate on-call arrangements for the night or emergency cover. There is evidence of frequent, though informal, supervision. However there is little recorded evidence to support the one and a half hours of one to one supervision for all staff in each half term, with a senior member of staff. Training is identified, funded and valued by the organisation. The head of boarding has completed a university course to support boarding skills and theory, and other boarding staff are also following appropriate training courses. All the boarding staff are experienced in the care of young people in residential schools. The Principal is studying at Master's level in the theory and understanding of autism. This provides current research which is disseminated to staff, and a point of reference for professional development. The school retains CReSTeD status from the Council for the Registration of Schools Teaching Dyslexic Pupils. Monitoring of boarding matters is conducted by the Principal and deputy head of school and presented to the Governors, together with the improvement plan for the current year.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all staff have a recorded supervision of one and a half hours from a senior member of staff each half term (NMS 30)
- ensure that all concerns from the young people are logged and responded to in a consistent manner (NMS 4)
- ensure that all fire records are signed by the author (NMS 26)
- ensure that the call bell is active in sick bay (NMS 14)

- ensure that strategies are evidenced in the Individual Boarding Plan to show how personal targets will be enabled (NMS 2)
- ensure that all sanctions are recorded appropriately. (NMS 10)

Annex

Annex A

National Minimum Standards for residential special school

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)

Ofsted considers 14 the key standard to be inspected.

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 (NMS 6)
- all significant events relating to the protection of children in the school are notified to the appropriate authorities by the head of the school or designated person (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 and volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers (NMS 27)

Ofsted considers 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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 within the school and in the local community (NMS 13)
- children receive individual support when they need it (NMS 22)

Ofsted considers 12 and 22 the key standards to be inspected.

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 at school (NMS 20)

Ofsted considers 2, 17 and 20 the key standards to be inspected.

Achieving economic well-being

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, which provide sufficient space and facilities to meet their needs
- 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)

Ofsted considers the key standard to be inspected.

Organisation

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 are recorded to reflect their individuality and their group interactions (NMS 18)
- there are adequate records of 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)

Ofsted considers 1, 28, 31 and 32 the key standards to be inspected.