

inspection report

RESIDENTIAL SPECIAL SCHOOL

Frewen College

**Brickwall
Northiam
Rye
East Sussex
TN31 6NL**

Lead Inspector
Paul Taylor

Key Announced Inspection
11th December 2006 11:00

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

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 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

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	Frewen College
Address	Brickwall Northiam Rye East Sussex TN31 6NL
Telephone number	01797 252494
Fax number	01797 252567
Email address	office@frewcoll.freeserve.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	The Frewen Educational Trust Ltd
Name of Head	Mrs Linda Smith
Name of Head of Care	Mr and Mrs Sage
Age range of residential pupils	9 to 17 years.
Date of last welfare inspection	3 rd October 2005.

Brief Description of the School:

Frewen College is a day and weekly boarding school for boys aged between ten and seventeen years of age. The school provides specialist education for young people with dyslexia and Aspergers syndrome. It also offers day places for some girls. 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. Some pupils are privately funded whilst education authorities from different parts of the country fund others. At the time of the inspection there were thirty boarders out of a school roll of ninety-one young people. Boarders are able to stay at the school for weekends if they choose. Fees range from £6,600 and £8,150 per term.

Information about the school is available via the school website or by contacting the school direct.

Facilities include an outdoor swimming pool, fitness room, modern library and learning centre; football and basketball play areas and extensive grounds and parkland.

SUMMARY

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

This summary is written in a way that children and young people may find easier to understand.

Two Inspectors from the Commission for Social Care Inspection visited your school for two days on the 11th and 12 of December. The Head Teacher and Heads of Boarding were only given a week to know that we were coming.

During the inspection we spoke to the Head Teacher, the Deputy Head Teacher, the Heads of Boarding, the boarding staff including the 'Gappies', the Matron, the Head of Maintenance, the Business Manager and the Catering staff. We spoke to four boarders who asked to meet us, we spoke to a number of pupils during mealtimes and we received 17 questionnaires completed by boarders. We also spoke to three parents over the telephone.

We looked around the school and looked at records made by the staff to do with the upkeep of the school and we also looked at reports kept on boarders.

What the school does well:

We felt that the school has very experienced senior members of staff such as the Head Teacher, Heads of Boarding and Deputy Head Teacher. There are a lot of adults that you can speak to if you need help and because the school is small it means that the staff know who needs extra support at certain times. We thought that the food was good and almost all of the pupils that we met thought that the food was good as well. The boarders have a good choice of activities and the school has a lot of areas such as the fitness room, Games Console room and I.T. suite which you can use in the evenings. In the summer you have an outdoor swimming pool and a large park to play in. The parents we talked to thought that the boarding staff looked after you very well.

We thought that the Matron knows a lot about any medical needs that any one has and we thought she was very well organised. We thought that the school and the boarding area look after you and keep you safe. We think Frewen College is a good school.

What has improved since the last inspection?

Members of staff regularly check the records that are kept to do with things like safety checks on fire equipment, records of punishments, staff and pupil files. The boarding area has been recently redecorated and the stairs outside of the Games Console Room have been made safe so that no one can fall down the gap that was there last year. The staff are very aware of what they need to do to make sure every one is safe before they take you on an activity and they write all this down.

What they could do better:

We identified only three things which we thought the school could do better. We think that the name and contact details of the new Independent Visitor should be given to you and that she should visit you soon. We thought it would be useful if the targets in your Individual Education Plans are recorded in the boarding areas so that you and the staff know what your targets are and how you can achieve them. Someone now needs to check that all the hard work done by the Head of Maintenance on the wiring is checked by an electrician from outside of the school.

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 or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

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)

The Commission considers Standard 14 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14 and 15.

Quality in this outcome area is good.

Boarders health needs are met and they are able to eat a healthy and varied diet.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The health needs of all the boarders are known to the school matron as well as the staff who work in the boarding area. Specific health conditions such as asthma or peanut allergies are known and monitored and the matron plays a key role in liaising with the boarding staff to ensure that they are up to date with any health issues or developments. Boarders have access to a general practitioner and optician and dentist if needed. The Inspectors saw evidence of liaison with the local Children and Adolescent Mental health Service (CAMHS) in the case of one particular boarder.

Each boarder had a health record that included information on their health histories, allergies, dental and optical needs, input from other health professionals with regards to their emotional or physical health and there was recording of any contact with parents.

All boarding staff had received training in first aid, this included the two gap students who were working in the school.

The Inspector examined a number of accident reports. These had been accurately completed and included how any injuries had been dealt with e.g. immediate first aid and trips to hospital.

The storage and administration of medication, both prescribed and 'household' medication was very well organised and recorded. Records of the administration of medication had been completed by the matron and had been regularly audited and checked by one of the Heads of Boarding.

The school has a sick bay, which is situated outside of the matron's office and is easily supervised by boarding staff so that boarders using this facility do not feel isolated and can summon assistance if they need it.

The Inspectors ate three meals with the boarders. These were well-managed and sociable occasions and the Inspectors had the opportunity to speak with a number of different boarders on an informal basis.

The pupils had a choice of dishes at each meal and these were tasty and well cooked. Feedback from the pupils with regards to the food was very positive and included comments such as 'excellent' and 'very good, they really make an effort.' Pupils reported that they can make comments with regards to the choice of food via the school council. An example of the school council input in this area was the decision to have fruit available during break times. Examples of fruit available during these breaks was fresh pineapple and slices of melon as well as apples, pears etc. These were reported to the Inspectors as being very popular. Fruit is available at every meal time and the Inspectors saw that fruit was freely available in the boarding areas. Additionally the boarders are able to make snacks in the kitchens situated in each boarding area.

The catering staff liaise with the matron to gather information with regards to specific dietary needs of pupils.

All the staff in the catering area had been trained in the use of an 'epipen' in the event that a pupil had an allergic reaction in the dining area.

The catering manager and her deputy had attended a course on 'Nutrition and its links to behaviour' in October 2006.

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)

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

JUDGEMENT – we looked at outcomes for the following standard(s):

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

Quality in this outcome area is **good**.

The safety of the pupils and boarders is ensured by the monitoring of recruitment of staff, clear child protection procedures, fire safety checks and risk assessment processes, records of sanctions and incidents and the monitoring of behaviour and dynamics with regards to bullying.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school has a clear policy in place with regards to privacy and confidentiality. The Inspectors met with all the members of staff responsible for boarding and they were all clear about how privacy and confidentiality should be respected. Confidential information was seen to be stored in locked offices and in locked cabinets. Members of staff were seen to knock on doors before entering bedrooms. The members of staff who met with the Inspectors were very clear about what their obligations were in the event that they had concerns about a boarder's welfare. This included knowledge of the 'Whistle Blowing' procedure.

Boarders told the Inspectors that they are able to contact their relatives in private on the telephone provided in the school as well as via their mobile telephones. Additionally the boarders also have access to emails. The size of the building and space available at Frewen College means that boarders are able to meet visitors in private in a number of venues.

Boarders who met with the Inspectors knew who they could complain to if they were unhappy about anything. A number of individuals were identified by boarders as people they could speak to, these included the Heads of boarding, Head Teacher, Tutors, teachers, gap students and the matron.

The Inspectors examined a record of complaints received from parents. These had been recorded and dated and the outcomes recorded within 28 days.

There was also evidence that a senior member of staff had checked these records on a termly basis to ensure that they were up to date.

The school has a staff handbook which contains information and advice for the staff to follow in the event that they have child protection concerns. As mentioned earlier, the staff that met with the Inspectors knew what to do in the event that they had concerns about a child's welfare. The gap students reported that they had received very thorough guidance around child protection during their induction process. The matron had attended child protection training provided by an external trainer earlier in the year.

The school has a clear policy and guidance in place with regards to managing bullying. The members of staff who met with the Inspectors were very clear about the dynamics within the boarding area and what boarders needed extra support and monitoring at specific times.

Boarders who met with the Inspectors said that bullying was not a problem and that it was dealt with if it occurred. There is a record of bullying incidents made and this is monitored by a senior member of staff. If a pattern emerges then a behaviour management meeting is called which involves input from all members of staff across the whole school curriculum and a strategy is formulated. These meetings are called for other reasons involving pupils behaviour and are not just related to bullying or poor behaviour. They can be called as a means of formulating support if a particular pupil is identified as needing extra input.

The school has a very clear policy and guidance in place with regards to a pupil or boarder going missing. The Inspectors saw a record of one incident when a

boarder had left the school grounds during the day. The staff had liaised with the local police and had searched the local area. The pupil was found locally and there was a record of the meeting he had with both the staff and police when he was returned safely to the school shortly after he left without permission.

The Inspectors saw a record of sanctions and one record of a physical intervention. Everything had been recorded accurately and the records had been regularly checked and endorsed by a senior member of staff. Boarders who met with the Inspectors said that punishments were strict but fair and that they knew what behaviour was acceptable and what was not. Sanctions included loss of activities, extra chores and early bedtimes. The gap students who met with the Inspectors said that boundaries were very clear and had been made consistent by the Heads of Boarding. After the last inspection of the school by The Commission for Social Care Inspection in October 2005 a recommendation was made that the staff attend training in physical intervention. A senior member of staff had been identified as the person to attend this training with a view to cascading the training to other members of staff. The Inspectors were informed that this training had been cancelled twice by the training body. Subsequently one of the Heads of Boarding has arranged for this training to be delivered to the whole staff team in April 2007. The Inspector saw a letter confirming the dates of the training.

The Inspectors examined a number of risk assessments relating to activities in which the boarders partook. These were up to date and had been endorsed by the members of staff who were responsible for organising the activities. For example the Inspectors observed a member of staff who had arranged a swimming trip check the risk assessment and ensure that staffing levels were at the correct level before the trip took place.

A fire risk assessment for the premises was examined and found to have been updated and endorsed by the Business Manager in November this year.

Boarders knew what to do in the event that there was a fire drill. A record was seen of fire drills. These were up to date and included how long the premises had taken to evacuate. The Inspectors saw records of fire equipment inspections and checks of fire detection equipment. These had been carried out on a regular basis by an external contractor.

A record was seen of Portable Appliance Tests (PAT) carried out on electrical equipment bought into the school. These were up to date and had been carried out by the Head of Maintenance who is a qualified and experienced electrician. An inspection report carried out by an electrician on the wiring in the school in April 2004 was examined. This had outlined a number of areas which needed attention and repair or replacement. The Head of Maintenance had made a list of work in order of priority and had addressed many of the outstanding issues. However, some areas still needed to be addressed and the work needs to be endorsed as safe and up to date by an electrician who is qualified to do this. The Head of Maintenance was confident that the areas yet to be addressed were not a health and safety concern but he did not have the relevant qualification to confirm this in writing. This needs to be achieved by the end of January 2007.

The Inspectors examined the recruitment records for four members of staff. These contained detailed information including proof of identity, qualifications, employment histories, references and proof of contact with the referees, and up to date Criminal Records Bureau checks that had been carried out by the school prior to the members of staff commencing work.

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 22.

Quality in this outcome area is **good**.

Boarders receive good levels of support from a variety of members of staff and their education is supported by the boarding staff.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The 24-hour curriculum operated by the school ensures that each boarder's educational progress is monitored closely and each boarder has an Individual Education Plan which outlines their targets. There was evidence of good communication between the school and boarding area. The senior management team meets every morning and this includes the Heads of Boarding. This ensures that every boarder's needs and situation is known and disseminated to teaching staff in the school. There is a meeting every morning between a member of the senior management team and the staff team as a whole before the school day commences.

Each boarder has a weekly report completed on them so that the activities in which they have participated, their behaviour and health are all recorded and this information provides the basis with which reports can be completed and passed on to parents.

The small size of the school means that each pupil or boarder can be monitored closely and support offered swiftly if it is needed. The support available to boarders is a strength of the school.

All the boarding staff work in the school. This means that they know what each boarder is doing during school hours and what support they need in completing work or studying. Boarders have access to the facilities throughout the campus even after the school day has finished and this means that they can continue their school work in these facilities if they need to. Examples of these areas are the study centre and computer room as well as arts and PE facilities.

For a pupil to attend Frewen College they will have been through a process such as being the subject of a Statement of Educational Need in order to justify their place at the school. The nature of the school means that pupils are only admitted because they need extra support not readily available in mainstream education. The small size of the school and relatively large numbers of staff means that pupils can receive individual attention and support from a number of members of staff. The different staff who boarders can approach for support has already been mentioned in this report.

Different specialist staff can be accessed for the pupils and evidence was seen of liaison and input from services such as CAMHS and speech therapists.

The school has recently appointed a new independent visitor. Boarders who met with the Inspectors were not aware that this was the case and did not know the identity of the independent visitor. This needs to be achieved.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

2,17 and 20.

Quality in this outcome area is **good**. **The boarders have their needs and progress closely monitored and this means they receive support when they need it. Boarders are able to keep in contact with their loved ones and the boarding staff maintain good levels of communication with parents and guardians thus ensuring that everyone is kept up to date with how each boarder is doing.**

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The boarders have a school council. This meets on a half termly basis and is comprised of pupils who have been elected by their peers. The Inspectors examined copies of minutes and found that the meetings were well structured and covered topics such as the food, activities and facilities in the school.

Additionally the boarders have numerous adults to whom they can approach and share their opinions. Interactions between members of staff and boarders were seen to be polite and it was clear that the boarders were confident in expressing their views.

The Inspectors saw copies of letters written to the school from parents and guardians and also saw records made of telephone conversations with them. The Inspectors spoke to three parents/guardians after the visit to the school and there was unanimous positive feedback with regards to communication with the boarding staff. One comment received was 'If there is a problem they write promptly or telephone.'

The views of pupils are recorded in their reviews and there is a record made when they choose not to attend.

Each boarder is the subject of a Statement of Educational Need and each has an Individual Education Plan. The Individual Education Plan's record targets and progress made and the Heads of Care update these on a regular basis. One key member of the boarding staff was not aware of specific targets for the boarders he was responsible for although he had a very good knowledge of their needs and specific areas in which they needed support. It is recommended that each boarder's targets are contained in their boarding files so that the members of staff can remind themselves what specific targets have been outlined in the Individual Education Plans and how progress on these can be measured and monitored.

All the areas outlined in Standard 17.5 were covered in the boarders' records. These areas included health needs and health promotion, attainment targets, cultural and religious needs, contact arrangements, specific support needed with behavioural issues, and the provision of any specific medication.

The boarders are made aware of their progress via weekly reports completed by the boarding staff and via their annual reviews.

Boarders who met with the Inspectors were clear that they are able to contact their parents and guardians via mobile telephones, email and the telephones in the boarding areas. The boarding staff were knowledgeable about any specific contact issues especially when there were restrictions on contact for legal reasons.

As mentioned earlier in this report the size of the premises means that there are a number of venues in which boarders can meet with visitors.

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.

Quality in this outcome area is **good**.

The facilities and boarding area were clean and well maintained and provided a comfortable environment for the boarders.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The Inspectors undertook a tour of the school including the boarding area. There had been recent redecoration and painting of the boarding areas. Boarders were able to personalise their rooms. There were no outstanding maintenance issues identified during the tour. At the last inspection in October 2005 a recommendation was made that the area outside the computer console room was made safe. This had been achieved.

Five boarders reported to the Inspectors that their rooms are sometimes cold. The Heads of Boarding said that they would monitor this situation.

Some boarders had rooms on their own as this had been identified by both parents and boarding staff as being in their best interest. The maximum amount of boarders in one room was three. All boarders had facilities for storage of personal possessions and clothes. There was ample space around the campus for boarders to take part in schoolwork outside of school hours.

Each boarding area has a common room where boarders can socialise. Facilities available around the campus include an open air swimming pool, fitness room, games room, computer room, basketball court, football pitch, parkland and formal garden.

Members of staff have designated sleeping in rooms.

There are ample numbers of showers and toilets around the school.

There is a laundry facility operated in the school and feedback from boarders was that this is an efficient service.

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)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1,28,31 and 32.

Quality in this outcome area is **good**.

The school and boarding area is managed well and this ensures that the staff are supported to meet the needs of the boarders.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school has a well presented and informative brochure which sets out what the school intends to achieve and what it can provide for pupils who attend.

Additionally there is a brochure which describes what boarders can expect when they move into the boarding area. The school also has a website which has been updated since the last inspection. This is an informative, well presented and professional site.

There were five members of staff responsible for the supervision and support of the boarders at the time of the inspection. One member of staff had been allocated the daily task of escorting a younger boarder from the junior school across the road from the main campus to ensure that he was safe and to enable him to have someone to speak to when he finished school. Most boarders go home at weekends and so the ratio of staff to boarders is increases.

Boarders who met with the Inspectors reported that they have enough staff available to offer them support. They were also aware of how to seek staff assistance in the event of an emergency during the night. There was a clear record of what staff and what boarders had been on the premises every night. The Heads of Boarding live on site, as does another member of the senior management team. The Head Teacher lives close to the school and is available in the event of an emergency.

Both Heads of Boarding are very well experienced in working in different boarding schools. Both are qualified teachers and have a very clear idea on how they wish the boarding area to run. Comments received from parents and guardians with regards to the Heads of boarding included 'Wonderful, on the ball', 'They've got it right in the boarding', 'I'm happy he's safe and been looked after well' and 'He's blossomed and settled.'

There is one other permanent member of staff who works in the boarding area. He has undergone training with The Dyslexia Institute to support him in his boarding role and when he assists with classroom duties. He is due to attend a foundation course with The Boarding Schools Association within the next twelve months.

The Inspectors examined records of meetings and appraisals for the members of staff who work in the boarding area. These had occurred regularly and feedback from members of staff was that they receive good formal support as well as ongoing informal support.

There were records of weekly meetings between all the boarding staff. These were to ensure that individual needs of boarders were identified and that a consistent approach and boundaries were being established.

The school has a clear written procedure in place with regards to what happens if a pupil makes an allegation against a member of staff.

The school has a new Head Teacher who started in September 2006. However, she has been aware for over a year that she was going to move to Frewen College and so had established a thorough hand over with the previous Head Teacher. The new Head Teacher has over thirty years experience in a variety of settings and is very well qualified both as a teacher and a manager. The Inspectors received unanimous positive feedback from both staff and boarders with regards to her approach and leadership. A comment received was 'She's organised and very professional.'

At the last inspection it was recommended that the monitoring of some records within the school be undertaken regularly by senior members of staff. This has been achieved and examples of records that were examined by the Inspectors and found to have been audited by senior members of staff included records of sanctions, physical interventions, accident reports, boarding files, complaints, incidents of pupils leaving without permission, risk assessments, staff recruitment files, fire drills and fire records, medication records and staff appraisals.

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

BEING HEALTHY	
Standard No	Score
14	3
15	4

STAYING SAFE	
Standard No	Score
3	3
4	3
5	3
6	3
7	X
8	3
10	3
26	2
27	3

ENJOYING AND ACHIEVING	
Standard No	Score
12	4
13	3
22	3

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	3
9	X
11	X
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	X
21	X
23	X
24	3
25	3

MANAGEMENT	
Standard No	Score
1	3
18	X
19	X
28	3
29	X
30	X
31	3
32	3
33	X

No.
Are there any outstanding recommendations from the last inspection?

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	RS17	That the targets in the boarders' Individual Education Plans are recorded clearly in their boarding files so that progress can be closely monitored and measured.	
2	RS22	That the boarders are made aware of the identity of the new independent visitor and when she is due to visit the school.	
3	RS26	That the outstanding work identified in the electrical safety report dated in 2004 is carried out and all work already carried out is endorsed as safe by an electrician qualified to do so.	31/01/07

Commission for Social Care Inspection

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