



Making Social Care  
Better for People

# inspection report

Residential Special School (not registered as  
a Children's Home)

## **Frewen College**

Brickwall

Northiam

Rye

East Sussex

TN31 6NL

13th 14th 15th & 16th September 2004

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

**SCHOOL INFORMATION**

**Name of School**

Frewen College

**Address**

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

**Tel No:**

01797 252494

**Fax No:**

01797 252567

**Email Address:**

office@frewcoll.freeseve.co.uk

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

The Frewen Educational Trust Ltd

**Name of Head**

Felicity Youten

**CSCI Classification**

Residential Special School

**Type of school**

Residential Special

School

**Date of last boarding welfare inspection:**

17/05/04

<b>Date of Inspection Visit</b>		13 <sup>th</sup> 14 <sup>th</sup> 15 <sup>th</sup> 16 <sup>th</sup> September 2004		<b>ID Code</b>
<b>Time of Inspection Visit</b>		09.30-13.00 09.30-16.00 07.30-20.00 09.30-18.00		
<b>Name of CSCI Inspector</b>	<b>1</b>	Josie McCabe	080135	
<b>Name of CSCI Inspector</b>	<b>2</b>	Alex Turner		
<b>Name of CSCI Inspector</b>	<b>3</b>			
<b>Name of CSCI Inspector</b>	<b>4</b>			
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>				
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany Inspectors on some inspections and bring a different perspective to the inspection process.				
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>				
<b>Name of Establishment Representative at the time of inspection</b>		Felicity Youlten (Principal)		

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

### **Part C: Lay Assessor's Summary (where applicable)**

### **Part D: Head's Response**

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Frewen College

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the Inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Frewen College is a day and weekly boarding school for boys aged ten to seventeen, providing specialist education for young people with dyslexia. It also offers day places for up to six girls. The school is a registered charity run by a governing body. The charity that runs Frewen College also runs the Oaks Junior School, which is situated on the opposite side of the road and approximately two minutes walk from the school.

All the young people attending the school have special educational needs with the majority placed being subject to Statements of Special Educational Needs and funded by local education authorities from around the country. At the time of the inspection there were 17 boarders' at the school.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

1. It has reviewed and improved record keeping
2. It has organised formal care staff training through the boarding schools association and local college and has completed some in-house training with more planned
3. It has reviewed policies and procedures
4. There is a relaxed and open culture in the School and boarders have regular forums to discuss how boarding is run
5. There is a choice of activities chosen by boarders'
6. There are good support systems in place for boarders'
7. Areas of the boarding accommodation have been redecorated and refurbished with more areas planned
8. External monitoring on behalf of the Board of Governors

---

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

1. Medication and physical intervention training for staff needed
2. Regular checks on the boarding accommodation facilities to include the monitoring of the hot water system
3. Review of boarders' and staff files
4. Further development of the School Council
5. Induction training for ancillary staff

### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

On the first day, the Inspectors and a senior administrator visited the school to carry out the pupil survey and to agree the timetable for the full inspection. The full inspection included the Inspectors speaking with boarders', interviewing key staff and the Chair of Governors, making a tour of the accommodation and grounds and inspecting records. In addition, Inspectors spent time with the boarders' during evening activities, during meals and witnessed the early morning routines. A follow up of the recommended actions and advisory recommendations made from the previous inspection of 17<sup>th</sup> May 04 was completed.

On the whole, boarders', parents and staff were happy with the way the School is run and knew whom to go to if they had any concerns. Boarders' commented upon the relaxed atmosphere in the boarding houses and the increased choice of activities which they were seen to be enjoying. They were assertive and confident and keen to speak with the Inspectors. The School is in the process of looking at restructuring the boarding and recruiting for a new Head Teacher. The Inspectors would like to thank the boarders' and staff for their time during the inspection.



**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

**NO**

**Notification to be made to:**

**Local Education Authority  
Secretary of State**

**NO**

**NO**

**The grounds for any Notification to be made are:**

--

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

**Recommended Actions from the last Inspection visit fully implemented?**

**NO**

**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

No	Standard	Recommended actions	

<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
--

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
---------------------------	--	--	--

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS10	The School to arrange training for boarding staff in the use of physical intervention. (As previously recommended in October 03)	31.03.05
2	RS17	Boarding staff to make themselves familiar with placement plans, past histories and risk assessments to be completed.	01.12.04
3	RS24	Steps to be provided for the high cabin-style beds.	30.09.04
4	RS26	Water temperature regulation to be addressed and monitored.	30.09.04
5	RS31	Care staff to complete NVQ level 3 (or equivalent) training and the Head of Boarding to complete NVQ level 4 (or equivalent) training. (As previously recommended in October 03)	31.12.05

## ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS5	Child protection policy and procedure to be included within ancillary staff induction training.
2	RS8	Copies of incident reports recording boarders' being absent without permission to be kept on individual boarders' files.
3	RS14	Medication administration training to be completed for key boarding staff.
4	RS18	Boarders' files to be reviewed to ensure there is a greater degree of uniformity in the range of information included with reference to this standard. Files to have an index.
5	RS19	Children's register to include who was responsible for their placement and details of the placing authority and legal status where appropriate.  Staff files to be reviewed in line with the criteria as detailed in 19.2 of this standard.
6	RS26	Risk assessments on the vulnerability of boarders in the use of hot water to be monitored.  Control of Substances Hazardous to Health (COSHH) training to be provided for domestic staff.
7	RS29	Ancillary staff to receive induction training.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO
Date of Inspection	13/09/04
Time of Inspection	09:30
Duration Of Inspection (hrs.)	28.5
Number of Inspector Days spent on site	7

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

### SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
| 3 - Standard Met        | (No Shortfalls)    |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met    | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
---------------------------	---------------	---

The School has a Statement of Purpose and Parents Handbook, which has been reviewed. The Parents Handbook includes the Statement of Purpose, boarding organisation and routines, contact with parents, discipline, rewards and sanctions, countering bullying and the complaints and concerns procedure amongst other areas. The Statement of Purpose is included within the staff handbook, it has been discussed in staff training and staff have signed to confirm they have read and understood it.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
<p>Contact between staff and parents was seen recorded and consultation with parents and boarders' is completed via house meetings, the boarding council, review process and parents consultation days. The boarders' confirmed they had been asked for ideas for evening activities and were able to give their choices, which have been provided and are able to abstain from activities as appropriate. Training days have been booked for boarding staff in relation to liaising and communicating with parents. Examples of changes made as a result of consulting with parents and boarders' have been the decoration of dormitories and common rooms, open lectures for parents, the introduction of three individual education plans a year, female pupils, garden benches and litterbins provided and reward visits for the incentive scheme.</p>		

### Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence	Standard met?	3
<p>Policies and guidelines for staff in relation to privacy and confidentiality are in place. Contact details of the independent listener, the Commission, and help lines were displayed on notice boards, by telephones and are included within the boarders' handbook.</p>		

**Standard 4 (4.1 - 4.8)**

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

**Key Findings and Evidence****Standard met?**

3

The complaints procedure is contained within the Statement of Purpose, parents and boarders handbooks. It clearly states the procedure and gives information about help-lines, the independent listener and the details of the Commission. Boarders' and staff confirmed that they knew who to go to in the School if they had any concerns. The record of complaints is also monitored by the Regulation 33 visitor on behalf of the Governors. Evidence showed how the School followed up concerns in an appropriate manner.

**Number of complaints about care at the school recorded over last 12 months:**

6

**Number of above complaints substantiated:**

4

**Number of complaints received by CSCI about the school over last 12 months:**

2

**Number of above complaints substantiated:**

2



## CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

### Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

#### Key Findings and Evidence

#### Standard met?

3

The child protection policy and procedure has been reviewed to include the names of the persons in the School who are responsible for child protection reporting. Staff interviewed confirmed they knew how to pass on matters of a child protection nature to key members of staff. Boarding staff confirmed they had received in-house child protection training from the local social services child protection co-ordinator and the acting head and principal have been booked on a refresher course. The Inspectors recommend that the child protection policy and procedure are included within the ancillary staff induction training.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

**Standard 6 (6.1 - 6.5)**  
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
----------------------------------	----------------------	----------

The countering bullying policy is included within the Statement of Purpose, staff handbook, parent's and boarders' handbooks. Evidence seen in records, by direct observation of care practices and from discussion with boarders' and staff, showed how issues of a potential bullying nature had been discussed with boarders' and monitored. Boarders' confirmed they would report issues to the staff and they were dealt with as necessary. Risk assessments have been completed relating to the potential for bullying amongst boarders'.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	<b>92.5 %</b>
--	---------------

**Standard 7 (7.1 - 7.7)**  
 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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
----------------------------------	----------------------	----------

The School has developed an incident form for notifications, which are kept on boarders' files, and policies are in place for staff to follow. The lead Inspector confirms that the School has kept her informed of significant events.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- |  |   |
|--|---|
| • <b>conduct by member of staff indicating unsuitability to work with children</b> | X |
| • <b>serious harm to a child</b>   | X |
| • <b>serious illness or accident of a child</b>                                    | X |
| • <b>serious incident requiring police to be called</b>                            | X |

**Standard 8 (8.1 - 8.9)**

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

**Key Findings and Evidence****Standard met?**

3

The School has a procedure for dealing with children who are absent from school without consent and a record is kept. One incident was recorded involving two boarders' who were absent for a short time and this matter was seen as being dealt with appropriately by the School. The Inspectors recommend that copies of these records/incident reports be kept on boarders' individual files.

**Number of recorded incidents of a child running away from the school over the past 12 months:**

2

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
<p>Feedback from boarders' and staff gave evidence that relationships on the whole were good at the School. Boarders' were enjoying the new evening activities and both boarders' and staff commented upon the more relaxed and flexible atmosphere in the boarding houses, introduced by the Acting Head of Boarding. Staff have procedures to follow with regard to promoting the welfare of boarders'.</p>		

### Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence	Standard met?	2
<p>Evidence was seen of sanctions being given appropriately and a record of sanctions is kept in line with this standard and a statement on discipline and sanctions is included within the parent's handbook. Boarders' are rewarded for positive behaviour and there is an incentive scheme. There is a policy with regard to the management of behaviour in the staff handbook. Staff training in the use of physical intervention is being arranged and the School is looking for an appropriate course.</p>		

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

### Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
---------------------------	---------------	---

The admissions and leaving process and procedure is included within the parent's handbook. The Inspectors saw evidence of the admissions procedure during the inspection. Several parents and prospective boarders' were being shown around the school and one proposed boarder was staying for a 'taster' visit and residential assessment, which he was enjoying. The admissions and leaving process includes a full assessment of needs and opportunities for further education and work experience placements.

**Standard 12 (12.1 - 12.7)**

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

**Key Findings and Evidence****Standard met?**

3

Daily meetings are held between the Acting Head of Boarding and the Senior Management Team and there are daily boarding staff meetings. This ensures that boarding and education matters are 'handed over', discussed and monitored. The role of the Head of Boarding is to contribute to review reports, with input from the boarding staff key workers. Boarders' are supervised with prep and those studying for exams are given extra prep time. Facilities for study are provided in the study centre and auditorium. Boarders' have desks and chairs provided in their rooms. Older boarders' attend work experience in the local community for preparation for leaving school.

**Standard 13 (13.1 - 13.9)**

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

**Key Findings and Evidence****Standard met?**

3

Risk assessments have been completed for activities and the range of evening activities has been reviewed following consultation with boarders'. Boarders' were witnessed enjoying different activities by the Inspectors who joined them after school and during the evening. Boarders' informed the Inspectors that they now enjoyed the activities because they had chosen them and there was flexibility in the programme if they did not want to take part in a certain activity. Recently boarders' had been out to see a ship, which had been stranded on the beach. Other activities include football, trips to the cinema, ten-pin bowling, the cadet corps and local leisure centres. The School is continuing its review of activities in the boarding houses following consultation with boarders'.

**Standard 14 (14.1 - 14.25)**

The school actively promotes the health care of each child and meets any intimate care needs.

**Key Findings and Evidence****Standard met?**

2

Health care plans have been revised and evidence was seen of the School promoting the health care of boarders' and attendance at specialist appointments and the local G.P. surgery. On the follow-up visit of 17<sup>th</sup> May 04, advisory recommendations were given for the School to arrange for training in medication administration for the matron. It was ascertained during the inspection that some other boarding staff might have to administer medication in the absence of the matron and during the evening. The Inspectors recommend that all boarding staff be trained in this area.

Details of trainers were given to the matron and arrangements for a trainer to visit the School to discuss training needs were being put into action during the inspection. The School has now reviewed the arrangements for the management and audit of controlled drugs, following the Royal Pharmaceutical Society (RPS) Guidelines. The issue of transferring medication from boxes to bottles was pointed out to the matron who agreed to stop this practice. Guidance with regard to 'leave' medication is given in the RPS Guidelines.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

**Key Findings and Evidence****Standard met?**

3

Meals were taken with the boarders' during the inspection. Evidence was seen of choices of hot and cold meals, a good selection on the salad bar and special diets catered for. Boarders' have reported that they would like more hot pasta/rice meals for evening tea and this was passed on during the feedback session. The Catering Manager has developed a very good website for boarders to give her ideas for meals and to give their feedback on the food provided, and was in the process of presenting it for use at the Senior Management Team meeting which the Inspectors commend.

**Standard 16 (16.1 - 16.7)**

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

**Key Findings and Evidence****Standard met?**

3

Clothes and personal requisites are brought into school on a weekly basis. Boarders' wear school uniform during school hours and change into their own clothes of their choice after school. There was no sharing of personal requisites. However, it was noted that there were several pairs of trainers and shoes in the laundry room in the boarding house, which had been left over from previous boarders'. Staff pointed out to the Inspectors they were sometimes used in an emergency, if boarders' did not remember to bring in their sports shoes or if their own shoes got wet. The Inspectors fed this back at the end of the inspection as inappropriate practice and the Acting Head of Boarding agreed to remove the shoes. Pocket money is provided and a record is kept. Boarders' have their own lockable tuck boxes and go out to the village and spend their money. Staff accompany them as appropriate.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	2
---------------------------	---------------	---

All boarders' have placement plans, which they sign. Boarders' and parents are consulted and involved in the review process. Boarding staff demonstrated that they knew of individual boarders' care needs but not all were written down or read by all of the staff at the point of admission. This was fed back to the Acting Head of Boarding, who agreed to ensure that all staff are aware of boarders' needs and past histories at the point of admission and that risk assessments are completed for particular boarders psychological needs. However, daily key working meetings are held and handover meetings between key staff. Boarding staff provide a summary of boarders' development and progress in relation to their welfare for reviews. All students in the School have Individual Education Plans and a Statement of Education Needs as appropriate.

### Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence	Standard met?	2
---------------------------	---------------	---

Boarders' files were inspected. Some of the care files were inconsistent in the information they included. The files should be reviewed with the aim of ensuring a greater degree of uniformity in the range of information included with reference to this standard. For example, the name and contact details of the authority responsible for placements and whether or not a child is on a care order. It is advisable for files to have an index, although they are divided into sub-sections. Files were seen to be kept securely.



**Standard 19 (19.1 - 19.3)**

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

**Key Findings and Evidence****Standard met?**

2

The children's register needs to include who was responsible for their placement, the placing authority and legal status of the child where applicable. Duty rosters recording the identities of the staff and other persons, who actually worked at the school or with children from the school, are kept. However they did not include the start and finish times. Staff files were inspected. On the whole, evidence was seen of CRB checks and references being taken up. However, the School needs to review the recording of the recruitment process to ensure information is consistent and contained in all staff files as detailed within 19.2 of this standard. Other School records seen were being kept in an appropriate manner.

**Standard 20 (20.1 - 20.6)**

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

**Key Findings and Evidence****Standard met?**

3

Feedback received from boarders', parents and records inspected show the School encouraging and maintaining contact with parents and other family members. This is carried out individually by the boarders' and via the key working system. Staff training on developing skills to work with children and families is being organised through the Boarding Schools Association training course.

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence****Standard met?**

9

This standard was not applicable at the time of the inspection as no boarder was 'in care' of a local authority and therefore required no pathway or leaving care plan.

**Standard 22 (22.1 - 22.13)**

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

**Key Findings and Evidence****Standard met?**

3

Evidence was seen in records of boarders' individual needs being addressed appropriately with the provision of professional services. These include speech, language, art and occupational therapy where agreed in placement plans. Boarders' are provided with the facilities and services that are required of dyslexic pupils and attend reviews and meetings. They confirmed they would talk to their parents, key worker or other members of staff if they had any concerns. All children have somebody independent of the school that they can contact and help line details are given to them and are displayed on notice boards. An independent listener is available to boarders.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

#### Key Findings and Evidence

#### Standard met?

3

The location and layout of the School provides boarders' with plenty of space in the grounds to include leisure facilities, open-air swimming pool and areas for activities, classrooms and educational facilities. It is a listed building and therefore there are restrictions on altering the structure of the School in terms of residential accommodation. The premises are not suitable for boarders' with severe physical disabilities and as such are not able to offer placements to them.

### Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

#### Key Findings and Evidence

#### Standard met?

2

The School has provided the Commission with a planned programme of redecoration and refurbishment for the residential accommodation as reported to the governing body. Several of the bedrooms and other areas have been repainted and refurbished since May 04, to include new curtains, mattresses and pillows, carpets and the redecoration of the common rooms/kitchenettes, quiet/hobbies room. The School was awaiting delivery of two extra long beds for tall boarders'. It was noted however, that the steps needed for the high cabin style beds need to be provided. The Senior Management Team confirmed that they were available and they would be provided where needed.

**Standard 25 (25.1 - 25.7)**

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

**Key Findings and Evidence****Standard met?**

3

The School has an adequate number of baths, showers and toilets and changing and washing facilities for use by boarders'. Action has been taken with regard to the privacy of showers and w.c.'s. Each shared bedroom has an en-suite shower, w.c. and sink. Individual bedrooms have either a cubicle shower or a separate shower and w.c. close to the room. There is a bath on each floor. There are written guidelines for staff to follow with regard to entering rooms and privacy.

**Standard 26 (26.1 - 26.10)**

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

**Key Findings and Evidence****Standard met?**

2

Policies and procedures are in place with regard to health and safety and fire hazards. During the tour of the accommodation it was noted that the areas requiring attention from the visit to the School in May 04 had been addressed. Staff interviewed confirmed that maintenance requests and areas needing attention were being dealt with in an effective manner, prioritising work needing to be completed. Evidence was seen of portable appliance electrical and mains electrical testing. There is a designated health and safety officer and health and safety risk assessments have been completed. It was noted that in some parts of the accommodation the water was overly hot and this was fed back during the inspection for action. Risk assessments have been completed on the vulnerability of boarders' in the use of hot water. The Inspectors' recommend these and the water temperature is regularly monitored and records kept.

Evidence was seen in records and confirmed by boarders' of fire drills being carried out at different times of the day and night and the regular checks of the fire safety equipment and systems. The cleaning staff confirmed that they need to complete Control of Substances Hazardous to Health (COSHH) training.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

**Key Findings and Evidence**

**Standard met?**

2

As previously stated, the Inspectors saw evidence of staff recruitment and CRB checks being completed and have given a recommendation that staff files are to be reviewed (see advisory recommendation 5) to ensure consistent information is kept about the recruitment and selection process. New recruitment and selection forms have been introduced. There have been no care staff changes since the last inspection, apart from a new Acting Head of Boarding who is standing in for the Head of Boarding, whilst she is on sick leave. Staff interviewed confirmed the School's recruitment and selection process. All visitors are logged into the visitor's book and are accompanied as appropriate.

**Total number of care staff:**

5

**Number of care staff who left in last 12 months:**

0

**Standard 28 (28.1 - 28.13)**

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

**Key Findings and Evidence****Standard met?**

3

A record of the staff rotas were seen. The times of the shifts worked need to be added, although all staff work to a regular shift pattern. There are four care staff on duty including the Acting Head of Boarding during the main times the boarders are in the boarding houses and matron is available during the day. In addition, at least two staff sleep-in at night and the Acting Head of Boarding and Acting Head Teacher live on the premises. The Acting Head of Boarding meets daily with the Senior Management Team and the care staff team to hand over information and plan shifts. The decrease in boarding numbers has allowed for greater staff supervision and an opportunity for boarders' to choose not to be involved in planned activities as appropriate. The School is looking at proposals to restructure the boarding staff team.

**Standard 29 (29.1 - 29.6)**

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

**Key Findings and Evidence****Standard met?**

2

The School has sought the services of a boarding consultant who has helped in the review of records, policies and procedures and staff training and induction training needs. Boarding staff have registered for and commenced various types of boarding training to include National Vocational Training (NVQ) and training through the Boarding Schools Association accredited to NVQ. Ancillary staff interviewed confirmed they had received some training but their induction training needs to be completed.

**Standard 30 (30.1 - 30.13)**

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

**Key Findings and Evidence****Standard met?**

3

The School is continuing to provide staff supervision and appraisals and new recording systems have been introduced. Care staff informed the Inspectors that they have received supervision from the Acting Head of Boarding, notes are dated and signed and they are given a copy. Supervision and appraisal is being 'rolled out' for all staff. Staff confirmed they are alerted to revisions to policies and procedures in the staff handbook, through daily and weekly briefing meetings and via memorandum. Staff suggested to the Inspectors communication could also be provided with the provision of an internal email system and this was passed on during the feedback session.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

### Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

#### Key Findings and Evidence

#### Standard met?

2

As previously stated, care staff are registered on and have commenced training either for NVQ or training, which matches the NVQ competences.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

0 %

### Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

#### Key Findings and Evidence

#### Standard met?

3

As required by this standard, the Commission has been provided with a copy of the annual report on boarding, which has been presented to the School Governors. Records are monitored every four weeks and signed off by the Senior Management Team.

**Standard 33 (33.1 - 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence****Standard met?**

3

The School has an external visitor who visits on behalf of the governing body. Boarders' and staff interviewed confirmed that they had been introduced. Records of the visit meet the requirements of this standard. The Chair of Governors interviewed confirmed the visits take place and that the outcomes are fed back to him.



**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

[Empty box for Lay Assessor's Summary]

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Lead Inspector** Josie McCabe **Signature** J McCabe

**Second Inspector** Alex Turner **Signature** \_\_\_\_\_

**Regulation  
Manager** William Wallace **Signature** W Wallace

**Date** 24/01/2005

**PART D****HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> & 16<sup>th</sup> September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the CSCI in response to Head's comments:**

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The Inspector believes the report to be factually accurate

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 31<sup>st</sup> January 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>

NO

**D.3 HEAD'S AGREEMENT**

Head's statement of agreement/comments: Please complete the relevant section that applies.

**D.3.1 I, Mary Felicity Youlten of Frewen College confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** MARY FELICITY YOULTEN  
**Signature** *M F Youlten*  
**Designation** Principal  
**Date** 25 January 2005

Or

**D.3.2 I \_\_\_\_\_ of Frewen College am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

**Commission for Social Care Inspection**  
33 Greycoat Street  
London  
SW1P 2QF

Telephone: 020 7979 2000  
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120  
[www.csci.org.uk](http://www.csci.org.uk)

S0000049345.V177021.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source