



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

17th May 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:**

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

The Frewen Educational Trust Ltd

**Name of Head**

Mr Nick Oddy

**CSCI Classification**

Residential Special School

**Type of school**

Residential Special  
School

**Date of last boarding welfare inspection:**

23/09/03  
7-9/10/03  
13/10/03

<b>Date of Inspection Visit</b>		17th May 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<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	

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## 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. 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 24 boarders at the school.

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

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

- It has improved its record keeping
- It has introduced a reward system for boarders achievements
- It has organised formal care staff training through the boarding schools association and local college and is in the process of organising in-house training for care staff
- More policies have been included within the staff manual

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

- To complete the refurbishment and redecoration programme over the summer
- To have regular checks on the boarding accommodation to highlight maintenance works needing completion and health and safety issues
- To provide a regular forum for boarders to discuss activities and the way the boarding is being run

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

Two inspectors and a senior administrator visited the school to monitor compliance from the action plan received from the last inspection. Evidence was seen of the school working towards achieving compliance and they have recruited a boarding school consultant to do this who has worked closely with the boarding staff. Evidence was given of formal staff supervision being completed, to include staff appraisals. The consultant has focussed upon record keeping which has improved. The inspectors were informed that staff training and development will be concentrated upon next, together with the continued refurbishment and redecoration of the boarding accommodation, which is needed, as only four bedrooms have been repainted and more need attention. New beds, mattresses, curtains and carpets are also needed. The boarders were keen to speak with the inspectors and were found to be assertive and confident. Boarders and staff confirmed they could go to particular members of staff to include the Principal and Head Teacher if they had any concerns. The Principal has invited the Inspectors back to the school to monitor progress.



**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	
1	RS2	The school should ensure that all care staff receive training with regard to consulting with and involving boarders, their families and significant others.	31.01.04
2	RS4	To review the recording system for the investigation of complaints to show the fact that the complainant has been provided with the outcome as part of the complaints procedure.	31.01.04
3	RS10	Training for staff in physical intervention to be completed.	31.03.04
4	RS10	To include the discipline policy in the parents handbook and how they can appeal.	31.01.04
5	RS11	The admissions and leaving process to be contained within the parent's handbook.	31.01.04

6	RS26	Portable electrical appliances to be tested. Include vulnerability from students for the use of hot water in their risk assessments.	31.01.04 31.12.03

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**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	RS2	The school should establish a forum whereby boarders may have regular opportunities to discuss the evening activities programme.	20.07.04
2	RS2	The school should ensure that all care staff receive training with regard to consulting with and involving boarders, their families and significant others.	30.09.04
3	RS4	The school should ensure there is demonstrable evidence that outcomes of complaints have been shared with the complainer and deemed by them to be fair.	20.07.04
4	RS5	The school should ensure the written child protection procedures specify the name of staff that will deputise for the child protection coordinator in their absence.	20.06.04
5	RS10	The school should review the manner in which sanctions are recorded with reference to standard 10.9	20.07.04
6	RS10	The school should arrange training for care staff in the use of physical intervention.	30.09.04
7	RS10	The parents handbook should include the disciplinary policy / procedures.	30.09.04
8	RS11	The parent's handbook should include a summary of the admissions and leaving process.	30.09.04
9	RS24	The school should provide to the Commission a timed schedule of redecoration and refurbishment works to be completed.	20.07.04

10	RS26	The school should make arrangements to ensure health and safety hazards are identified and remedial action taken in a timely manner.	20.06.04
11	RS30	The school should ensure that supervision records for care staff are dated and signed by the supervisor and supervisee. Copies of the supervision notes should be given to the supervisee recording any actions that have been agreed.	20.06.04
12	RS31	The school should take all action necessary to ensure 80% of care staff has attained NVQ level 3 in care (or equivalent) by 2005.	31.12.05
13	RS31	The school should ensure the head of care attains NVQ level 4 (or equivalent) by 2005.	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	RS14	The school should ensure the matron and any staff members administering medication receive training and have been assessed as competent to do so.
2	RS14	The school should review the arrangements for the management of controlled drugs with reference to the Royal Pharmaceutical Society of Great Britain Guidelines on the Control and Administration of Medication in Care homes and Childrens services.
3	RS14	The school should ensure there is a clear audit trail of all medication received into the establishment.
4	RS1	The school to develop a boarding handbook for young people.
5	RS14	A running balance of stock is kept for non-prescribed medicines purchased and retained by the school.
6	RS20	Staff training to be organised on developing skills to work with children and families.

7	RS28	Times of shifts worked to be added to staff rotas. Staffing levels to be monitored as to the numbers of boarders.
8	RS32	The Head Teacher annual report to include all the criteria as detailed in 32.4 of this standard.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**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	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	NA
• Fire Service	NA
• Environmental Health	NA
• DfES	NA
• School Doctor	NA
• Independent Person	NA
• Chair of Governors	NA

Tracking individual welfare arrangements	NA
Survey / individual discussions with boarders	NA
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	NA
Meals taken with pupils	YES
Early morning and late evening visits	NA
Visit to Sanatorium / Sick Bay	YES
Parent Survey	NA
Placing authority survey	NA
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	17/05/04
Time of Inspection	08.40
Duration Of Inspection (hrs.)	11
Number of Inspector Days spent on site	2

**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
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Recommendations from the previous inspection were followed up. The Statement of Purpose has been amended to include a statement regarding suitability of the school for physically disabled children (for day pupils only). The Statement of Purpose now also includes an appendix detailing names and qualifications of staff. The inspectors were informed that the parent's handbook is being reviewed and a dedicated handbook is being developed for boarders, which will include details of the existing pupil handbook.



## 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?

2

Recommendations from the previous inspection were followed up. Contact between care staff and parents are being recorded as demonstrated in the care files sampled. Evening activities remain an area where there is discontent amongst boarders. However year 12 boarders do now have a choice to abstain from these activities. Training has yet to be provided to care staff relating to consulting with and involving boarders their families and significant others. The senior management team informed the inspectors that the boarding schools consultant employed by the school would provide this training. Consultation with parents is carried out by way of the formal review process and key worker system now in place.

### 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

Recommendations from the previous inspection were followed up. Policy and guidance has been updated to include specific guidelines to care staff regarding entering bedrooms, bathrooms and toilets, the completion of childrens laundry and children's use of mobile phones. It was observed that contact details of the independent listener, the Commission and help lines have been posted in appropriate locations around the school and boarders accommodation.

**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?**

2

Recommendations from the previous inspection were followed up. The complaints procedure in the staff handbook has been updated to include the procedure for making a complaint against the head teacher. The complaints procedure acknowledges childrens right to complain directly to their placing authority. The record of complaints failed to clearly indicate that complaint outcomes have been deemed fair by the complainer. The written reports produced by the standard 33 visitor records evidence that the record of complaints has been monitored and feedback provided to the school.

**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?

2

Recommendations from the previous inspection were followed up. The child protection procedures have been updated. The procedures now specify consultation with the local area child protection team is to take place within 24 hours of the school receiving any concerns of this nature. The procedures name the child protection coordinator in the school though do not include who will deputise for them in their absence.

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>	2
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Recommendations from the previous inspection were followed up. The anti bullying policy has been updated to acknowledge that bullying may be by staff or visitors and that bullying may take place elsewhere other than in the college. The parents and boarders handbook is under revision (projected completion date September 04). The school stated that the boarder's handbook would include the recommendation to specify the different ways in which bullying can manifest. Risk assessments have been completed relating to bullying in the instance where bedrooms are shared.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	X	%
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**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>	3
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Advisory recommendations from the previous inspection were followed up. The school has developed an incident form for notifications and evidence of these were seen on boarder's files.

**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 |

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The advisory recommendation from the previous inspection was followed up. The school has obtained missing person's forms from the local police in case of an incident of a young person going absent without consent.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>X</b>

## 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
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Advisory recommendations from the previous inspection were followed up. A reward system has been introduced for achievements and boarders choose an activity for the reward. The inspectors were informed that the revised pupil handbook/boarding handbook would include information for young people of what they may expect from staff in terms of availability and support, consultation and opportunities to pursue individual interests.

### 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
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Recommendations from the previous inspection were followed up. The record of sanctions indicated that sanctions have been applied appropriately without favouritism or antipathy. However, the format to record sanctions failed to meet the requirements of this standard and should be reviewed with reference to standard 10.9 Training in the use of physical intervention has been investigated though not yet arranged. The policy regarding the use of physical intervention now includes a statement that following any physical intervention staff will be de-briefed. Staff files were not inspected however the action plan provided by the school following the last inspection states that care staff have signed they have read and understood the physical intervention policy and that this was completed in January 2004. Procedures are in place detailing the manner in which police contact with the school should be managed. As stated in standard six, the parents handbook is being revised with reference to previous recommendations and will include the disciplinary policy / procedures.

## 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?	2
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Recommendations from the previous inspection were followed up. A selection of pupil files was sampled. Information was contained within in accordance with the specifications of standard (11.3). As stated in standard 6 and 10, the parent's handbook is under revision with reference to previous recommendations and will include a summary of the admissions and leaving process.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	0
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Standard not assessed at this inspection.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
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Recommendations from the previous inspection were followed up. A number of risk assessments have been written in relation to pupils known or likely activities. The risk assessments demonstrate the head of care has an understanding of the need for and the process of risk assessment. In relation to boarders having the choice to abstain from activities, this has been considered and year 12 pupils now have this option. Boarders expressed discontent regarding evening activities and indicated there was an uneven balance between free time and organised activities during the evening. This matter has also been highlighted in the last standard 33 visitors monitoring report. A recommendation has been made relating to this issue under standard 2 (recommendation no.1).



**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

Recommendations from the previous inspection were followed up. Health care plans have been revised with direct reference to the specifications of this standard (14.6). A protocol of non-prescribed medication has been devised and parents' consent to the administration of non-prescribed medication has been obtained. The matron who has primary responsibility for the administration of medication stated that training in the management and administration of medication has been sought though so far no date for the completion of this training has been identified. It was confirmed by the school that advice and training has been obtained regarding the use of medication to be used in the instance boarders suffer from an allergic reaction. During the tour of the boarding accommodation no evidence was found to indicate medication was not being stored securely. The school has taken action to meet the recommendation to store controlled drugs according to relevant regulations. However the measures put in place are lacking and should be reviewed with reference to the Royal Pharmaceutical Society of Great Britain Guidelines on the control and administration of medication in care homes and childrens services. Procedural guidelines regarding medication have been reviewed. Medication administration records were sampled. The records indicate medication is being administered as prescribed / requested by parents. There were no measures in place to account for medication received into the school.

Advisory recommendations from the previous inspection were followed up. The school has obtained a current copy of the British National Formulary for medicines information reference. Non-prescribed medicines are segregated from prescribed medicines. Advice was given for them to be kept on another shelf rather than in the Controlled Drugs section of the medicine cupboard. Medication charts have been obtained for use. It was noted that a running balance of stock was not being kept for non-prescribed medicines purchased and retained.

**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

Advisory recommendations from the previous inspection were followed up. A second injection for anaphylaxis is being obtained by a parent for use in the kitchen. There is one available in the surgery. The disposal of food in the dining room has been made more hygienic.

**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?**

0

Not assessed at this inspection.

## 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?

0

The inspectors were informed that the boarding consultant and matron were in the process of checking through the records to ensure that placement plans include all the information as required of this standard, which was an advisory recommendation from the last inspection.

### 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?

3

Recommendations from the previous inspection were followed up. The selection of files sampled contained details required by this standard. Overall however the standard of record keeping has been improved. The school described rigorous measures to locate records that had been requested by parents including the sessional employment of staff specifically for this purpose.

**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?**

3

Recommendations from the previous inspection were discussed. The detail required in the pupil register was clarified and the school asserted that any missing information would now be included; for instance the name of any placing authority and the legal status of children if applicable. It was confirmed by the school that the staff register is maintained in line with the requirements of this standard.

**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

Advisory recommendations from the previous inspection were followed up. The records of contact with parents have been improved since the last inspection. The boarding consultant is organising staff training with regard to developing skills to work with children and families.

**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?**

0

Standard not assessed at this inspection.

**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?**

0

Advisory recommendations were followed up from the previous inspection. The inspectors were informed that parental consent has been obtained for art therapy. This will be followed up at the next inspection. The recording of how support will be given and how problems are addressed with regard to students presenting needs is being put in place and will be followed up at the next inspection.

## 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?	0
Standard not assessed at this inspection.		

### 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?	1
Recommendations from the previous inspection were followed up. In terms of redecoration and refurbishment of the boarder's accommodation four shared bedrooms have been painted and plasterwork has been patched up in a number of areas. The development plan mentions redecoration of bedrooms and refurbishment though much work remains outstanding. This included for instance a pair of unpleasantly stained curtains, lining to be added to curtains where there was unacceptable light pollution at night (some curtains did not meet in the middle when drawn), lumpy mattresses and flat and lumpy pillows. Boarders mentioned that raised beds were unsuitable for their needs. The schools development plan describes purchasing new beds and this should now be acted on. Risk assessments have been carried out in relation to boarders sharing rooms. The sharing of rooms is monitored via the keywork system. All senior boys rooms have been fitted with appropriate locks (that may be opened by staff in an emergency). A quiet room facility has been created for senior boys use.		

**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

Recommendations from the previous inspection were followed up. There continues to be 'rusty' coloured water when taps are run. This was discussed with the school and followed up with the local water board. It was confirmed this is a local problem effecting other households in the area and whilst unpleasant did not constitute a risk to health. Action has been taken to improve privacy of shower cubicles where there was a need to do so.

**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?**

1

Recommendations from the previous inspection were followed up. The school has confirmed that the main electrics have been tested by an approved contractor and found to be satisfactory. Gas inspection certificates have been forwarded to the Commission demonstrating gas installations have been checked. There remains a need to make adequate arrangements to ensure all portable electrical appliances brought into the school have been safety tested and passed as satisfactory. A number of health and safety hazards were identified for example a hole in a cavity wall in a boarder's bedroom, electrical leads trailing across floors, combustible and toxic chemicals stored inappropriately, carpets that were frayed and/or rucked (constituting a trip hazard) and damaged picture frames with jagged edges. Records indicate that night time fire drills have been carried out and boarders corroborated this. Fire extinguishers were marked as checked in November 2003. There was no evidence of any written risk assessment of the vulnerability of boarders regarding the use of hot water.

## 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?

3

Recommendations from the previous inspection were followed up. The school asserted that criminal record bureau (CRB) checks have been completed for the standard 33 visitor and the independent listener. The schools boarding consultant has also provided evidence of their CRB check. New recruitment and selection forms have been developed to include the recording of interviews with staff and the recording of telephone references.

**Total number of care staff:**

4

**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?**

0

Advisory recommendations from the last inspection were followed up. The Head Teacher informed the inspectors that boarder numbers would be decreasing, thereby increasing staff ratios. The inspectors were also informed that staffing levels would increase if the boarding numbers increased. It was noted that the times of shifts worked needed to be added to staff rotas.

**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?**

3

Recommendations from the previous inspection were followed up. The school has an induction programme for new care staff however there have been no changes in care staff since the last inspection. Care staff confirmed that appraisals are now being conducted and that these incorporate personal development plans. The school has stated in the action plan to the last report that training attended is recorded in individual staff files. The boarding schools consultant has been charged with devising the training schedule for care staff with reference to the topics listed in appendix two of the National Minimum Standards for Residential Special Schools.

**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?**

2

Recommendations from the previous inspection were followed up. Records indicate and care staff confirmed that formal supervision is now taking place. The supervision records had not been signed or dated. Staff said that they had not received copies of their supervision notes. An advisory recommendation made at the previous inspection has been completed. Staff confirmed that they are alerted to revisions to policies and procedures in the staff handbook through daily and weekly briefing meetings.

## 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

Recommendations from the previous inspection were followed up. Care staff confirmed that NVQ training has been arranged though has not been considered particularly relevant to the setting in which they work. To this end the alternative training is being arranged. It was emphasised that this training must demonstrably correlate with the competencies of the NVQ level 3 in Care. The head of care has yet to attain NVQ level 4 (or equivalent). The inspectors were informed that this is in hand.

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

An advisory recommendation from the previous inspection was followed up. The Head Teacher informed the inspectors that an annual report would be devised which could be collated from the reports to governors, which are completed three times a year.

**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

Evidence was seen of the written reports of the standard 33 visitor.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

[Empty box for Lay Assessor's Summary]

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

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

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

**Date** 13/07/04

**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 17<sup>th</sup> May 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

NO

Comments were received from the provider

NO

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

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

**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 14/06/04, 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>

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Nick Oddy 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**                      NICK ODDY

**Signature**                      *Nick Oddy*

**Designation**                    Deputy Head (Acting Head)

**Date**                              06/07/04

**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.