



Making Social Care  
Better for People

# inspection report

**RESIDENTIAL SPECIAL SCHOOL**

**Frewen College**

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

*Lead Inspector*  
Paul Taylor

*Announced Inspection*  
3rd October 2005      10:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Frewen College
<b>Address</b>	Brickwall Northiam Rye East Sussex TN31 6NL
<b>Telephone number</b>	01797 252494
<b>Fax number</b>	01797 252567
<b>Email address</b>	office@trewcoll.freserve.co.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	The Frewen Educational Trust Ltd
<b>Name of Head</b>	Ms Felicity Youlten
<b>Name of Head of Care</b>	Mr and Mrs Sage
<b>Age range of residential pupils</b>	<b>10-17</b>
<b>Date of last welfare inspection</b>	13-16 September 2004.

### **Brief Description of the School:**

Frewen College is a day and weekly boarding school for boys aged between ten and seventeen years of age. The school provides specialist education for young people with dyslexia. It also offers day places for some girls. The school is a registered charity run by a governing body. The charity is also responsible for the running of 'The Oaks', a junior school located a short distance from the college campus.

All the young people who attend the school have been identified as having special educational needs. Some pupils are privately funded whilst education authorities from different parts of the country fund others. At the time of the inspection there were twenty one boarders out of a school roll of eighty five young people. Boarders are able to stay at the school for weekends if they choose.

# SUMMARY

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

The inspection of Frewen College was carried out over a period of four days.

The times of the inspection were: 10.00-21.00 (Day one.)

07.30-17.00 (Day two.)

09.00-17.00 (Day three.)

09.00-12.30 (Day four.)

The inspection team comprised a Regulation Manager and two Regulation Inspectors. There were sixteen questionnaires completed by boarders and seven questionnaires returned by parents. During the inspection the Inspectors met with boarders, ancillary staff, maintenance staff, Teaching staff, all of the boarding staff, the Deputy Principal, Principal, Chair of the Governors, Independent Visitor, Matron and Business Manager. Tours of the grounds and accommodation took place and numerous records were examined. In addition to meeting the boarders during mealtimes and time spent observing evening and morning routines as well as activities, the Inspectors made themselves available to staff and pupils during 'open door' sessions which were part of the inspection timetable.

Pupils who met with the Inspectors during the inspection were relaxed and confident in giving their opinions on what it is like to live at Frewen College.

Frewen College is a well-managed school with a strong and experienced management team. The school continues to consolidate progress made over the past two years and has plans for further development. The appointment of experienced Heads of Boarding will enable consistency to be achieved for the boarders. Good levels of support are available to the boarders both in the school and in the boarding areas. The practice of involving ancillary staff in training with the whole staff team is to be commended. The standard of catering is excellent and appreciated by all. Recommendations from this inspection are related to administrative tasks and refurbishment and are not care related.

## **What the school does well:**

The school has well maintained gardens and grounds.

It has a well-organised and efficient laundry.

Administration of medication is well managed.

The quality of food is very good.

There is an experienced and proactive senior management team who communicate well.

The school provides an environment where the pupils are confident to voice their opinions.

Boarding life is seen as part of the overall development of a pupil.

There is a good range of activities available for the boarders.

The individual needs of pupils are well known to all boarding staff.

Interactions between members of staff and pupils were relaxed and good-humoured.

## **What has improved since the last inspection?**

There has been training for key staff in the administration of medication.

Ancillary staff receive training in child protection.

The management of boarding and ensuring consistency of behaviour management and routines has improved.

There has been an increase in the number of pupils attending the school.

Some record keeping has improved.

COSHH training is planned.

## **What they could do better:**

A structured monitoring system is needed to ensure that fire equipment is checked regularly.

Some risk assessments are too generic and need to be made more relevant to the school premises.

Some areas in the boarding house were identified as needing refurbishment and/or repair.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

14 and 15.

Administration of medication is well managed and documented. The boarding staff are well aware of each pupils needs. There is thorough recording of accidents and medical interventions. Catering arrangements and quality of food are very good. The Inspectors considered this to be an area of strength for the school.

## EVIDENCE:

All the boarders have their needs outlined in the 'Baseline Information' document kept in the boarding areas. This document reflects the needs and targets outlined in pupils' Statements of Educational Need and their Individual Education Plans. The new heads of boarding have ensured that targets for pupils' social and personal development can be consolidated in the boarding area. The boarding staff and matron who met with the Inspectors were aware of each pupil's medical issues/needs/allergies.

There are a number of policies in place in the staff handbook relating to health care. Additionally the PHSE programme taught in the school as part of the curriculum covers areas such as drug misuse, sexual health and smoking. There were records of pupils attending dental appointments and doctors' appointments. During term time pupils have access to treatment from a local G.P. There was also written evidence in the pupils' files of liaison with other health care professionals such as educational psychologists and psychiatrists. Refresher training in First Aid has been planned to take place in November 2005 and key boarding staff are due to attend this.

Records kept relating to the administration of medication were examined. Key boarding staff were aware of the procedures to follow and had attended training in this area. Records pertaining to accidents and medical intervention were also examined.

Feedback received from boarders both verbally and via questionnaires was very complimentary about the quality of food that they receive. One pupil commented that 'We don't need Jamie Oliver here, the food is lovely.' The

Inspectors joined the staff and pupils for a number of meals throughout the inspection.

A record of the menus was also examined. The Inspectors met with the head of catering and she confirmed that the catering staff are aware of pupils individual dietary needs. They also pass on to staff in the school if they notice that pupils are missing meals or not eating much at meal times.

Boarders have access to fresh fruit throughout the day and can make snacks in the evenings. There is also a tuck shop available every night.

## Staying Safe

### The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3,4,5,6,7,8,10,26 and 27.

Pupils' privacy is respected. Confidential information is appropriately stored. Pupils are able to make telephone calls in private. Pupils are aware of how they can make complaints. All staff who met with Inspectors were aware of child protection procedures. Incidents of pupils leaving the premises without permission are thoroughly recorded. Behaviour management is good and the role of the boarding area as part of a pupil's overall development is seen as a complimentary part of the whole school curriculum. Fire drills are recorded. There is a need to develop the monitoring system of electrical, plumbing and fire equipment. The relevance of some of the risk assessments needs to be made more accurate and less generic. Whilst most staff files were well organised there was one which needed an updated Criminal Records Bureau check.

### EVIDENCE:

There is a policy in place regarding issues of privacy and confidentiality in the staff handbook. Members of staff and pupils were seen to knock on doors before entering bedrooms. Files are stored in locked metal cabinets. A number of the pupils have mobile telephones and are able to make and receive private telephone calls in the boarding area. Pupils also have access to emails and the Internet. The Internet access has parental controls in place. Information relating to help lines is displayed in various accessible locations around the school. Pupils are able to meet with visitors in private if they wish.

There is a policy and procedure in place relating to room searches.

The pupils who met with the Inspectors were aware of how to complain and to whom they can do so. There is a policy and guidance in place regarding the complaints procedure in the Parents Handbook and the Staff Handbook.

Boarding staff and ancillary staff who met with the Inspectors confirmed that they have received guidance and training with regards to child protection. All confirmed their understanding of the process to follow in the event that they are concerned about a pupil's welfare.

The school has an anti-bullying policy. Written evidence was seen relating to the monitoring of any bullying concerns. Pupils who met with the Lead Inspector confirmed that if bullying is reported it is treated as a 'big deal' and the subject is addressed seriously.

Any incidents relating to the protection of pupils in the school have been notified to the relevant authorities.

There is a policy and procedure in place relating to what process needs to be followed in the event that a pupil leaves the premises without permission.

Records examined showed that the procedure has been followed when necessary.

Behaviour management policies and procedures are in place. Records are kept of any sanctions administered, their reasons and their effectiveness. A comment written by inspectors after the Ofsted inspection, which took place in January 2005, was that 'Behaviour is very good and is underpinned by the school's expectations of high standards.'

The Heads of Boarding are also aware that the boarding arena is an area whereby pupils can improve their social and group skills, especially where this has been identified as a target in a pupil's Individual Education Plan. Two key members of staff are due to attend training on the use of physical intervention in November 2005. The intention is for this training to be cascaded to other staff.

There is a fire risk assessment in place. A record of a fire drill of the boarding area was examined. The drill took place on 8/9/05. All boarders were evacuated from the premises within two minutes.

There was a written record of Portable Appliance Testing for electrical equipment. COSHH training is planned to take place for ancillary staff in November 2005. External contractors check gas and electrical installations. A new Head of Maintenance was appointed in September 2005. During the time of the inspection he reported that a formal structured monitoring system of the

electrical, plumbing, fire and gas installations is being developed. The Inspectors recommend that this system be implemented as soon as possible. Some pupils reported that the delivery of hot water from their showers can be inconsistent.

A selection of risk assessments were examined. Some of these were generic in nature and were not seen as specifically aimed at the school premises. These need to be revisited and made more relevant. The Head of Maintenance and Business Service Manager confirmed that there is a plan in place to replace the risk assessment system that has previously been used. The Inspector recommends this is achieved as soon as possible.

A selection of staff files was examined. On the whole they were well organised, however one file was found to need an updated Criminal Records Bureau check. The 'Gap' student had the appropriate recruitment checks carried out on him.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

12,13 and 22.

The size of the school ensures that all staff know pupils' needs. There is good support offered to the pupils and it is a very positive move that the boarding process is seen as part of a pupils development and can be complimentary to their academic development. The support offered to pupils is a strength of the school. There is a good range of activities available. The reward of a major outing for the whole school as part of controlling litter is inventive and seen as very positive by the pupils.

## EVIDENCE:

The boarders' development is seen as part of a 24-hour process which continues in the boarding area and is not restricted to the academic part of the school. 'Baseline' information identifies targets to be achieved in the boarding and school arenas. There are facilities on site that allow for pupils to be able to undertake study outside of school hours. Every morning the Heads of Boarding give feedback to oncoming teaching staff about any issues of note affecting pupils. Comments from the Ofsted inspection carried out in January 2005 include 'Staff in both the boarding and school settings take very good care of pupils and students. They know the pupils well and pupils consequently feel able to talk to staff.' Boarders have the opportunity to cook some meals as part of their development of independence skills. Boarders are able to attend work experience both inside the school and with outside organisations. There is a range of activities available to the boarders. Examples of activities are swimming, golf, banger racing, outings to the cinema, village, town, football, playing on games consoles and board games. Risk assessments have been completed on activities. Additionally, the pupils are able to earn a large outing for the whole school if they control the amount of litter found in the grounds over the year. Last year

the whole school was able to go en masse to an adventure park. Pupils were very positive about the outing.

The small size of the school means that idiosyncratic needs of pupils and plans in place to offer support to them are easily disseminated to the staff group.

There was written evidence in place showing that advice had been sought from specialists such as psychologists and psychiatrists.

There is an Independent Visitor who comes to the school regularly and who then writes a report to the Principal and Governors reflecting her findings.

## **Making a Positive Contribution**

### **The intended outcomes for these standards are:**

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

2,9,17 and 20.

Pupils have opportunities to voice their opinions on how the school is run. All seemed very able and confident to be able to talk to members of staff. Contact between the school and parents is good. Interactions between staff and boarders were relaxed and good humoured. The Heads of Boarding are very experienced and are striving to achieve consistency and routines whilst ensuring that boarders targets are achieved in both academic and boarding areas. Placements plans, Individual Education Plans, Statements of Educational Need and 'Baseline Information' contain comprehensive information outlining pupils' educational and emotional needs. Support offered to boarders is good. There are adequate arrangements for pupils to contact home.

### **EVIDENCE:**

A school council, consisting of elected pupils from different year groups, meets half termly. Feedback from the majority of pupils was that they feel listened to. Pupils have the opportunity to feedback their opinions via the tutor system. Observed interactions between pupils and staff showed that pupils are confident to approach staff members on an informal basis to discuss any issues. Pupils were confident in approaching the Inspectors to discuss a variety of subjects throughout the inspection. There is a policy in place outlining the principal that pupils and parents views should be actively sought.

Questionnaires returned to the Inspectors from some parents confirmed that contact from the school was on the whole very good. Interactions between staff and boarders was seen to be relaxed and good humoured. The new team responsible for the care of the boarders is in the process of re-establishing consistent routines and boundaries. Each pupil has a Placement Plan, Individual Education Plan, and most are subject to a Statement of Educational Need. These identify both educational and emotional needs and the targets are reflected in the 'Baseline Information' which is kept in the boarding areas. Boarding staff act as key workers for the pupils and all pupils attend their Annual Reviews. Boarders are able to contact their parents via telephone and email during the week. They are also able to go home at weekends.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

23,24 and 25.

The space and facilities available to the boarders is seen as a very positive part of the school. The school is cleaned to a high standard. Some furniture needs replacing. Two windows were identified as needing repair and/or redecoration. The barrier outside the Games Console Room needs improvement. There are plenty of showers and toilets available to the boarders. Very good feedback was received about the efficiency of the laundry.

## EVIDENCE:

Frewen College is located in a very large listed building in it's own private grounds. The boarders identified that the grounds and space available are one of the best things of living at the school. There are numerous facilities on site such as an open-air swimming pool, a fitness room, basketball court, football pitch, parkland and formal garden. Apart from having their own bedrooms there are also separate common rooms for Junior and Senior boarders. The school is cleaned to a high standard. There is some furniture in the Senior Common Room that needs to be replaced. The Inspector found two small windows that needed replacement or repair to the glass or frames. The maintenance staff were aware of this fact and there was a plan in place to rectify the problem. The area outside the door to the Games Console Room is a potential fall hazard and the barrier preventing a fall onto the steps leading to the basement should be improved.

Pupils are able to personalise their rooms with posters and pictures.  
Members of staff have designated sleeping in rooms.  
There are ample numbers of showers and toilets around the school.  
There was very good feedback received from boarders about the efficiency of the laundry.

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

1,18,19,28,29,30,31,32 and 33.

The Statement of Purpose for the school is a well presented and informative document. There are good weekly reports completed on each boarder. Staffing numbers are adequate to provide supervision of the boarders. A wide variety of information is available on each boarder. Appraisal and supervision had been planned. Ancillary staff are included in Inset training where this is appropriate, this practice is commendable. Both the new Heads of Boarding are well qualified and experienced. There needs to be an implemented system in place which ensures all records are monitored by senior members of staff and evidence put in place to show that this has been achieved. There is guidance available form a variety of professionals both working in the school and on the board of governors. Feedback on the progress made by the school over the past two years has been very positive.

## **EVIDENCE:**

The school Statement of Purpose, Parents Guide and Boarding Guide contain all the information required by Standard 1. There was evidence that the policies and procedures operated by the school have been reviewed. Weekly reports have been completed on each boarder. These contained information, which recorded any incidents of note, activities partaken, and how each boarder has interacted with their peer group. 'Baseline Information' files, Academic Files and Correspondence Files contained a wealth of information on each boarder.

There is a Pupil Register and the issue of Staff Personnel Files was addressed in Standard 19.

There are adequate numbers of staff available to supervise boarders. The boarding staff perform 'sleeping in' duties. There is 'on call' support available to the boarding staff from a senior member of staff who lives on site.

Evidence was seen of an induction process that had been followed by a member of staff. Various members of staff have attended different types of training in areas such as child protection, Aspergers awareness and administration of medication. Additionally all members of staff including ancillary staff have attended Inset training organised by the school. Members of staff are due to attend first aid refresher training and COSHH training. Two key members of staff are due to attend training on the use of Physical Restraint, it is their intention to 'cascade' the knowledge and techniques learnt in the training to other members of staff.

One member of the boarding staff is due to attend a course on Dyslexia starting in October 2005. He is also waiting to start a course run by The Boarding Schools Association that will meet the competencies that are required by N.V.Q. Level 3.

Appraisals and supervision were seen to be planned for the end of the Autumn half term. Written evidence of these appointments was seen and verbal feedback from boarding staff confirmed that these appointments were to take place. The 'Gap Student' was complimentary about the support and guidance offered to him by the new Heads of Boarding.

Both Heads of Boarding are well qualified and experienced in the running of boarding in different schools.

There are daily liaison meetings between the Senior Management Team, Heads of Boarding and the teaching staff.

A number of records were examined during the inspection. Evidence that all the records had been endorsed and monitored by senior members of staff was not consistent. The Inspectors recommend that a system that ensures this is achieved should be developed.

Feedback in both written and verbal forms was received from a variety of sources such as boarding staff, ancillary staff, parents, pupils, Ofsted and teaching staff has reported that the school has developed in a positive and open manner over the past two years and that there continues to be a will and determination from the whole school that this progress should continue.

The Inspectors saw reports on the boarding provision prepared by senior members of staff and the Principal which had been presented to the Board of Governors.

The Lead Inspector met with the Chair of Governors. The Chair was optimistic about the future of the school. There are impressive levels of expertise within the staffing complement and the levels of expertise available to the school from members of the governing body. An example of the expertise available to the school is the Finance and General Purpose Committee which provides guidance and advice from individuals with extensive legal and financial knowledge.

The Independent Visitor to the school, who also prepares reports for the governing body about the boarding provision, is a very experienced practitioner who has extensive knowledge of child protection and complex childcare.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	4

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>6</b>	3
<b>7</b>	3
<b>8</b>	3
<b>10</b>	3
<b>26</b>	2
<b>27</b>	3

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>13</b>	3
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	3
<b>11</b>	X
<b>17</b>	3
<b>20</b>	3

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	3
<b>24</b>	2
<b>25</b>	3

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	3
<b>19</b>	3
<b>28</b>	3
<b>29</b>	3
<b>30</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	3

Are there any outstanding recommendations from the last inspection? No

**RECOMMENDED ACTIONS**

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RSS 26	That a system is put in place to monitor electrical, plumbing and gas installations as well as monitoring and recording when the fire equipment has been checked and tested.	15/12/05
2	RSS 27	That an updated Criminal Records Bureau check is completed on the member of staff that needed it.	15/12/05
3	RSS 24	That the windows identified during the inspection are repaired/replaced.	30/11/05
4	RSS 24	That the stairway outside the Games Console room is made safe.	30/11/05
5	RSS 26	That all the risk assessments are pertinent to the school premises.	30/11/05
6	RSS 32	That there is consistent monitoring of records and evidence is in place to show the member of staff responsible has done this.	30/11/05

## **Commission for Social Care Inspection**

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