

# Frewen College

Frewen Educational Trust Ltd, Frewen College Brickwall, Rye Road, Northiam, RYE, East Sussex, TN31 6NL

<b>Inspection dates</b>	09/02/2015 to 11/02/2015	
<b>Overall effectiveness</b>	<b>Adequate</b>	<b>3</b>
Outcomes for residential pupils	Good	2
Quality of residential provision and care	Good	2
Residential pupils' safety	Adequate	3
Leadership and management of the residential provision	Adequate	3

## Summary of key findings

### The residential provision is adequate because

- This school provides residential pupils with good outcomes and wide opportunities to develop personally and socially. Residential pupils are extremely positive about their boarding experience. They speak warmly of the boarding staff and the friendships they build while at the school. Diversity, respect for others and kindness is well-celebrated across the whole school.
- Safeguarding arrangements within the school are improved, but are not yet good. Weaknesses still remain with the vetting of volunteers. Matters relating to the welfare of residential pupils are well-managed. However, the actions taken by the school are not always documented. Residential pupils say they feel safe.
- The new principal and heads of boarding started in post in September 2014. Many new systems and policies have been implemented by this new team. As such, it is too early to fully evaluate the impact of these changes. The leadership and management of the residential provision remain adequate.
- Shortfalls identified during this inspection relate to management monitoring systems; the induction of gap tutors; and supervision and appraisal systems for boarding staff. None of the shortfalls identified have a significant impact on the welfare of residential pupils. The senior leadership team took immediate actions to address areas of weakness.

### Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools. The details are listed in the full report.

## Information about this inspection

The inspection was announced in the morning and the inspector was on site by the early afternoon. Both the residential accommodation areas were inspected. Both formal and informal discussions were held with residential pupils during mealtimes, evening activities and structured feedback sessions. Meetings took place with the principal, heads of boarding, members of the therapy team and residential care staff. Sixteen responses from 'Parent View' were evaluated. Documents relating to the safety and welfare of residential pupils were sampled and scrutinised.

## Inspection team

Anna Williams

Lead social care inspector

# Full report

## Information about this school

Frewen College is an independent day and residential special school for boys and girls aged between seven and 18 years of age. Boarders are able to stay at the school for weekends if they choose. The school provides specialist education for young people with dyslexia, dyspraxia, dyscalculia, sensory integration, speech and language difficulties. Boarding accommodation is split by gender. Boys stay in the main school building and girls in a separate house within the school grounds. The school is a registered charity managed by a governing body.

The school's residential provision was last inspected in March 2014. At the time of this inspection there were 37 boarders.

## What does the school need to do to improve further?

- ensure staff supervision meetings and appraisals are regular and recorded.
- extend gap tutors induction to include relevant information on residential pupils' individual health needs and personal targets.
- ensure safeguarding records consistently contain details on information received, actions taken by designated child protection officers and the outcome of any welfare matter.
- **The school must meet the following national minimum standards for residential special schools.**
  - The records specified in Appendix 2 (Residential Special Schools National Minimum Standards) are maintained and monitored by the school and action taken as appropriate. (NMS 13.3)
  - Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to guidance issued by the Secretary of State (as referenced in 'Residential Special Schools National Minimum Standards'). (NMS 14.1)

## Inspection judgements

### Outcomes for residential pupils

**Good**

Outcomes for residential pupils are good. Residential pupils are overwhelmingly positive about their time as boarders. One pupil commented 'the friendships you make here, they will last a lifetime, we all bond really well'. Another pupil said 'I like spending time with my friends in a nice environment'. Feedback from parents shows that they all feel that the boarding experience helps their child's progress and development. A parent commented 'we feel that the care throughout the school is exceptional and our child's needs are well understood'.

Residential pupils often describe staying in the boarding houses as being 'like a family'. One pupil described the heads of boarding as being 'second parents to us'. Relationships between residential pupils and boarding staff are warm and appropriate. Through these strong connections, staff and pupils work successfully on individual development targets and goals. One residential pupil commented 'I am more open now, before I didn't talk to anyone, now I have confidence'.

Residential pupils have opportunity to take on extra responsibilities. These include becoming a house representative, or being a member of the boarder forum. These opportunities enable residential pupils to contribute positively to the boarding community. The voice of residential pupils is strong within the school. They influence the running of their individual boarding houses, and the residential provision as a whole. Through these consultation structures, pupils have made changes to the pocket money systems, choices of activities and boarding house routines. This demonstrates to residential pupils that their views and opinions are valued and listened to.

Residential pupils successfully acquire independence skills. One residential pupil commented 'I am more sociable, and more independent and more happier than at my old school.' Pupils enjoy taking part in regular cook nights where they plan, purchase ingredients and prepare meals with staff supervision. This helps them prepare for adulthood. A parent commented 'my child has grown immensely through the boarding experience, their life skills have improved.'

### Quality of residential provision and care

**Good**

The quality of the residential provision is good. Residential pupils describe the accommodation as being 'like home from home'. They personalise their own bedroom spaces and say their belongings are safe. Pupils commented 'I like the land around us and walking and exploring' and 'I love the grounds here and the woods'. This environment offers residential pupils a wide range of activities and opportunities. These include sporting events, hikes, and outdoor pursuits.

Well-planned and structured group activities offer residential pupils a good range of experiences. Through these activities residential pupils spend time with boarders of different ages. They learn teamwork skills and take part in problem solving games. Residential pupils all engage well in these events. They support and openly encourage each other during the varied and creative occasions, such as a torch lit treasure hunt. Individual activities are also available such as computer time, art work and support with homework. This gives residential pupils good choice and variety in relation to purposeful activities on offer.

Arrangements for the administration and recording of medication and healthcare within the school are improved. Following the previous inspection, changes made mean that the school health care policy is now consistently implemented. This ensures the physical and medical needs of residential pupils are identified and met. Communication and recording systems between the school nurse and boarding staff are revised and are now effective. This ensures information relating to the welfare of residential pupils is shared promptly and clearly between all relevant

parties. Specialised therapy staff work well with boarding staff to ensure individual targets are progressing and achieved. For example, some residential pupils make good progress in expressing their emotions and feelings.

Residential pupils all join together at mealtimes where they sit and eat with friends in a relaxed, jovial atmosphere. Food is plentiful and of a good quality with menus that are well-balanced.. Residential pupils have a varied choice of options at each mealtime. Individual preferences and requirements are fully catered for.

Good systems are in place to support new boarders. A 'buddy' system successfully matches older, more experienced residential pupils with new pupils. This lessens anxiety for the newer pupil and has a positive impact on them settling in. Older pupils also enjoy the responsibility of supporting fellow boarders. One older pupil commented 'it's good to help others'.

Residential pupils keep in contact with family and friends through a variety of ways. These include Skype, email, letters, the boarding house private landlines and pupils' personal mobile phones. This ensures residential pupils maintain good attachments with family and those important to them, including pupils whose family are overseas.

Education and boarding staff work together effectively for the benefit of residential pupils. Some boarding staff also work within the school setting, further enhancing good communication systems. Individual pupils reflect on the positive impact of boarding on their education. Residential pupils commented 'I have done better at school lessons [since boarding]' and 'I learn more now, because I sleep better when I am here'.

### **Residential pupils' safety**

### **Adequate**

Residential pupils' safety is adequate. Residential pupils spoken to all stated they felt safe. One pupil commented 'no one bullies, everyone is nice to everyone else'. Parents overwhelmingly feel their child is well-looked after at this school. No pupils have been reported missing from the school since the previous inspection.

Weaknesses still remain in the vetting of volunteers who offer support to residential pupils. Safer recruitment practice is still not applied in the same way to volunteers who have regular and unsupervised contact with residential pupils as part of their role. Other volunteers commence duties without adequate checks to demonstrate they are safe adults and with no record of how and why they have been selected for their supportive role. Recruitment practice in relation to contracted staff is improved. However, as safe recruitment practice is not applied consistently to all adults who support residential pupils, the previous national minimum standard remains unmet.

Since the previous inspection, the school safeguarding policy has been fully revised and now both reflects and refers to current statutory guidance. This ensures all staff are following up-to-date, relevant procedures. Safeguarding matters are identified and shared promptly with external child protection agencies. Senior staff appropriately liaise with safeguarding professionals for advice and guidance. However, the documentation of actions taken and the outcomes of such consultations are not consistently and clearly recorded. This makes it difficult to evaluate and monitor records to ensure staff have followed the child protection policy and any advice given from external professionals.

Observations show that the behaviour of residential pupils is respectful and consistently good. Information about the expectations of pupils within the boarding houses are clearly displayed. This assists pupils in following the school beliefs and ethos in practice. One pupil commented 'it feels quite free, but there are still rules'. The use of sanctions within the residential provision is extremely low. Records of sanctions have been amended since the previous inspection to include

the effectiveness of any sanction imposed and pupil views. This ensures that the heads of boarding have full information when reviewing the use of such measures. No residential pupils have been restrained since the previous inspection. A new reward system of 'boarder of the week' successfully engages residential pupils in positive behaviour and helping others. Pupils are proud to say they have achieved this award.

Health and safety systems within the residential provision are improved. The boarding houses are well-maintained and hazard free. Testing of portable appliances is now clearly evident throughout the accommodation. This ensures the safety of residential pupils and all within the school. Fire drills now take place as required at least every term in both boarding houses. This means residential pupils are regularly refreshed on emergency evacuation procedures.

### **Leadership and management of the residential provision Adequate**

The leadership and management of the residential provision is adequate. The residential provision is integral to the school. The boarding aims and ethos is followed in practice day-to-day by pupils and residential staff.

The monitoring of key documents within the school remains a weakness. Deficiencies still remain in the evaluation of records relating to child protection matters, vetting of volunteers and in staff supervision. The current system has failed to identify weaknesses in these important areas of practice. The new heads of boarding took immediate actions to address this, and other shortfalls identified during this visit. However, these responses and a number of recent changes to the management of the residential provision are so new that their full impact cannot yet be fully evaluated.

Residential pupils know how to complain. There have been no internal or external complaints since the previous inspection. Communication between the residential provision and parents is regular and effective. A parent commented 'there is always someone to talk to and get an update from if I ring in. They know my child extremely well'.

Residential pupils are cared for by both contracted staff and volunteers, such as gap tutors. These gap year students receive a Boarding School Association taught induction and training in safeguarding. However, the level of internal induction does not offer the gap tutors individualised information about the residential pupils. For example, tutors lack knowledge about personal goals and specific health needs of some pupils. This weakens their ability to successfully support residential pupils' progress with individual targets and respond to specific needs.

Residential care staff feel well-supported by the heads of boarding. Regular care team meetings occur. This ensures there are frequent opportunities to discuss residential pupils' progress and the daily boarding routines. Formal staff supervision takes place, although this happens inconsistently across the team. Some staff receive joint supervisions, others more individualised. Records of supervision are limited in content. Not all staff have had an appraisal in the last academic year. Overall, this approach to performance management does not demonstrate a consistent application to ensure high standards are maintained by all boarding staff.

Two residential care staff who did not have relevant childcare credentials have now commenced a suitable course. This ensures that residential pupils are cared for by a staff team who either hold or are acquiring professional childcare qualifications.

The independent visitor visits the boarding houses every half term as required. Residential pupils contribute to this external evaluation of the boarding provision. Reports demonstrate that key records are scrutinised and the accommodation is viewed. Although, formal action points for improvement as a result of these visits are rare. This does not assist the heads of boarding in

considering ways to improve the residential provision.

Improved systems to monitor compliance with the school data protection policy have been implemented. A review of the storage of pupil records took place following the previous inspection and suitable changes made. This means that pupils records are now stored securely throughout the residential provision and whole school.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.



## School details

<b>Unique reference number</b>	114635
<b>Social care unique reference number</b>	SC049345
<b>DfE registration number</b>	845/6002

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	Independent Residential Special School
<b>Number of boarders on roll</b>	113
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	7 to 18
<b>Headteacher</b>	Mr Nick Goodman
<b>Date of previous boarding inspection</b>	18/03/2014
<b>Telephone number</b>	01797 252494
<b>Email address</b>	office@frewencollege.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

