



Farrow House School, Hull

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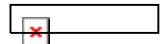
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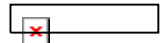
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Introduction and summary

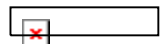


Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school



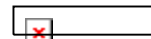
Farrow House School is an independent day special school for up to 24 boys and girls between 10 and 16 years of age. Some pupils have emotional, social, and behavioural difficulties, while others have specific learning difficulties, or a combination of both conditions. It is one of four Educational Centres owned by Farrow House plc who are providers of residential children's homes. It is accommodated in a disused primary school, which is leased from Kingston Upon Hull Local Education Authority (LEA).

All pupils have previously attended mainstream or special schools. Almost all pupils have been in the school for less than two years. Most are boys and are from white English backgrounds. At their previous schools many have been permanently excluded, have refused to attend, or have shown

aggressive behaviour. Sixteen of the pupils are known by the school to have a statement of special educational need.

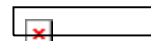
Approximately half of the 21 pupils attending the school reside at the company's care homes, while the rest are placed in the school by LEAs. They are funded by either by Local Authorities (LAs) and/or LEAs. All come from areas that are within daily travelling distance, and are transported to the school in taxis or mini-buses.

Summary of main findings



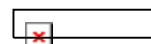
The school does not provide an adequate education for its pupils. They are educated in poor quality accommodation, in which there are health and safety issues. The quality of the teaching and the curriculum does not meet the ages, abilities, or needs of the pupils. There are few resources. The school does not effectively assess pupils' learning to guide curriculum planning. All pupils are underachieving and not making sufficient progress in the subjects they are taught, or for the next stage of their education, training and adulthood. The information available for parents and other interested parties is insufficient, and does not accurately reflect the work of the school. The management of the school lacks sufficient direction to ensure that it meets the regulations necessary to continue registration.

What the school does well



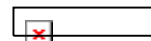
- it assists pupils to improve their attitudes to learning by encouraging them to take part in lessons and complete their work;
- it provides good quality additional support to pupils who have specific difficulties; and
- teachers and learning support staff work hard to help pupils understand and manage their behaviour, to become more self-confident and to increase their self-esteem.

What the school must do in order to comply with the regulations



- improve the quality of the curriculum, the teaching and assessment as detailed in section 1 of this report;
- provide opportunities for cultural and multi-cultural awareness;
- give urgent attention to the health and safety issues as identified in section 3;
- improve the quality of the premises and accommodation as indicated in section 5; and
- provide information for parents and other partners as set out in section 6.

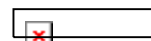
What the school must do to comply with the Disability Discrimination Act (DDA) 2002



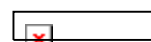
In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

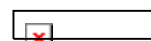
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The curriculum does not meet the requirements of the regulations because it is not appropriate for the ages, differing abilities, and learning needs of the pupils. The company's brochure concerning the overall provision of its Educational Centres provides a generic statement on ethos and aims. However, this school does not have a curriculum policy of its own which sets out in writing how it organises, plans, or implements the curriculum in order to provide all pupils with the maximum opportunities to achieve and make progress.

The amount of lesson time available to pupils is low; 22.5 hours a week. This includes two and half hours a week allocated to tutorial time. Teachers do not plan effectively for these tutorial sessions. During these sessions, pupils talk with staff, and in some cases were observed to go outside for a supervised cigarette. In addition, not all pupils are in school for these sessions. The transport from one of the residential homes was observed on two occasions arriving 45 minutes after the stated start of the school day. The school says this is a regular occurrence. This means that some pupil's educational time is further shortened by at least 3 hours.

The school has written policies for most subjects. However, there is no policy for English or literacy across the curriculum. Policies are generic and do not provide sufficient guidance about individual subjects. The curriculum does not include some aspects of design and technology and investigative science. The school is failing to meet the requirements of pupils' statements. Many of the statements specifically state that the curriculum provision should be for a full National Curriculum with no modifications or disapplications, but the timetables for some pupils in years 8 or 9 omit some subjects.

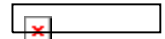
There is a lack of understanding of the needs of each pupil in relation to appropriate experiences, levels of attainment, realistic expectations, ages, and interests. For example, because pupils have learning and behavioural difficulties and disruptions to their education, their attainment is likely to be lower than that of pupils of a similar age. However, policies suggest levels of understanding might be similar or higher, and this is unrealistic. Policies do not provide information on how the school plans and implements the curriculum for pupils in Years 7, 8 and 9. In Years 10 and 11, there is an inappropriately narrow focus on preparation for General Certificate of Education (GCSE) and key skills courses, with no information on how they may progress to an accredited vocational curriculum. The curriculum contains insufficient preparation of pupils for the next stage of their lives.

Long-term planning is based on the Qualifications and Curriculum Authority's (QCA) units of work. However, these do not provide sufficiently detailed progression or continuity in small steps to meet individual pupils' learning needs. The only difference in the curriculum is that the work for pupils in the higher ability groups is from Key Stage 3 QCA units while the pupils in the lower ability groups cover topics from the Key Stage 2 units. The school provides the Award Scheme Development and Accreditation Network (ASDAN) for higher ability groups, but these are not necessarily the older pupils as stated in the policy. Pupils report that they enjoy the content and challenge of the scheme, and this is reflected in the amount of work and the care which is taken by some pupils in presentation. There is no secure basis for the allocation of pupils to groups.

The long-term planning of topics is translated into medium-term plans. These are of satisfactory quality and provide teachers with learning objectives, activities and outcomes for each topic. Teachers' lesson planning is satisfactory, except that the outcomes are not used to assess and track pupils' progress effectively.

The school has a written policy for personal, social and health education (PSHE), and citizenship. This includes sex education, but does not explain how careers education and some elements of citizenship are to be provided. Implementation of these policies is not secure. For example, the school does not uphold its own policy on smoking, and the lack of structure in tutorial time does not support pupils' personal development. The Connexions service has been used in the past to provide work experience and links with training providers. However, currently, the school has no links with colleges of further education and provides no lessons in careers education.

The quality of the teaching and assessment



The quality of teaching is unsatisfactory. It varies too much between teachers and subjects. Teachers generally have a satisfactory understanding of the subjects they are required to teach. However, there is no co-ordinator with an overall responsibility for developing a subject area, or for helping and advising teachers who are not subject specialists or who are unqualified. For example, in design and technology an unqualified teacher was unaware of the need to teach in metric units. No advice had been provided by senior management on the teaching of numeracy. This lack of support and advice also leads to health and safety issues within some of the teaching. An example of this was the use of a hard football in a hall not fitted with re-inforced glass.

Most teachers and support staff work hard to make sure that pupils take a full part in lessons. The ratio of staff to pupils in the school ensures that in most lessons each pupil is supported by an adult. They are sensitive to pupils' changing moods and react appropriately. They are patient and persuasive and are firm and consistent in their approach. Over time this means that the school is successful in helping pupils make considerable progress in improving their attitudes to learning and to managing their behaviour.

Although teachers' lesson planning is satisfactory they find it very difficult to plan a variety of activities to motivate or interest pupils, because the range of resources they have to work with is poor. There is very little in the way of display furniture, books, learning resources or computers in classrooms, which limits pupils' research and investigation activities. Teachers therefore resort to providing pupils with hand-written worksheets. In one science lesson, the questions on the worksheet did not test pupils' learning or understanding. The school has recently purchased quantities of textbooks and revision workbooks for English, mathematics and science. These contain end-of-key-stage tests for Key Stages 2 and 3. Some teachers are using these as a basis for teaching all pupils. Where teaching is better, they are using them effectively to find out what pupils have understood. For example, at the end of a science lesson on 'Shadows and Light', the teacher tested pupils' understanding of what they had learnt by the completion of questions from the workbook. The completion of a bar chart for the length of shadows supported pupils' numeracy skills well. Pupils received very good feedback and the teacher had a clear understanding of the gains

that pupils had made in that lesson.

Where lessons are unsatisfactory, teachers do not understand the levels at which pupils are working. For example, in a geography lesson the concept of glaciation was too difficult for the one pupil in the lesson. Teachers do not set different activities according to the differing abilities of pupils in a class; for example, in English and mathematics some teachers teach the same objective to all pupils.

Teachers are not aware of how these learning outcomes might be linked to the levels of attainment in the National Curriculum. Therefore, they have insufficient accurate information when writing reports for LEA Annual Reviews on each pupil. Teachers' files contain a record of each pupil's curriculum plan, and in these teachers record the key stage at which the pupil is working. The lack of understanding of this was evident at an Annual Review meeting, when an LEA officer requested the levels achieved for English, mathematics and science. The school could not provide this, and information on the review documentation stated the pupil was "working at Key Stage 3".

For the most part, however, staff know the pupils extremely well, identify their difficulties, and explain how they are being supported within the classroom and on a one-to-one basis. Relationships are good. The support for pupils with specific difficulties is a strength of the school. The quality of the support has developed well over the last year, with the review of all statements, the identification of areas which individual pupils find most difficult and where there are gaps in their knowledge. The quality of the documentation is good, and provides a clear picture of the procedures. For example, individual education plans are in place and targets are set in priority areas.

The weaknesses in teaching stem from the very poor understanding of assessment by senior management, which has resulted in the lack of a framework for it. The staff recognise that this is a priority area for development, but there is an inappropriate emphasis on end-of-key stage national tests and the GCSE. The assessment carried out when pupils enter the school or for Annual Review is not regularly updated so as to present a true picture of progress. For example, test results provided to an LEA during the inspection were the same ones as those presented to them ten months earlier and carried the same date. The pupil had not been retested, and the progress report was misleading. Additional reports prepared by the school vary in quality. While some are clearly written and report on pupils' learning, others simply record whether the pupil enjoyed the subject. The school provides grades for pupils on effort and these match some of the comments in the reports. The staff training needs which have been identified mainly focus on crisis intervention, or meeting the behavioural needs of pupils. There is not an overall management plan in place to enable teachers become more effective through educational in-service training. This is having a detrimental affect on the quality of education provided.

Does the school meet the requirements for registration?

No.

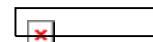
What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- set out in writing and implement a curriculum policy that is supported by appropriate plans and schemes of work (paragraph 1(2));
- ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement (paragraph 1(2)(b));
- provide a policy that enables pupils to acquire skills in speaking and listening, literacy and numeracy (paragraph 1(2)(c));
- fulfil the educational requirements of pupils' statements (paragraph 1(2)(e));
- provide a personal, social and health education programme that reflects the agreed aims and ethos of the school (paragraph 1(2)(f));
- provide appropriate careers guidance for secondary age pupils (paragraph 1(2)(g));

- put into place a curriculum that provides the opportunities for all pupils to learn and make progress (paragraph 1(2)(i));
- prepare pupils for the opportunities, responsibilities, and experiences of adult life (paragraph 1(2)(j));
- ensure that teaching enables pupils to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught (paragraph 1(3)(a));
- ensure that teaching encourages pupils to apply intellectual, physical or creative efforts and to show interest in their work and to think and learn for themselves (paragraph 1(3)(b));
- ensure that lessons are well planned, have effective teaching methods and suitable activities, and that class time is managed wisely (paragraph 1(3)(c));
- ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons (paragraph 1(3)(d));
- provide resources that are adequate in quality, quantity and range, and ensure they are used effectively in teaching and learning (paragraph 1(3)(f));
- implement a framework to assess pupils' work regularly and thoroughly, and utilise the information from this assessment to plan teaching so all that pupils make progress (paragraph 1(3)(g));
- implement a framework by which pupil performance can be evaluated, either by reference to the school's own aims, or by national norms (paragraph 1(4)); and
- ensure teachers provide education that enables all pupils within a class to make progress, including pupils with statements and those for whom English is an additional language (paragraph 1(5)).

2. The spiritual, moral, social and cultural development of pupils



The provision for pupils' spiritual, moral, and social development is satisfactory. The provision for their cultural development is poor. The school raises the self-esteem and self-confidence of pupils through the calm, persistent, and encouraging approach of teachers and learning support assistants, and the use of praise. However, there is no whole school approach to the development, planning and co-ordination of personal development across the curriculum.

Pupils' spiritual development is incidental rather than planned and occurs in lessons when they are engrossed in their work. The school day does not have a time when pupils have the opportunity for reflection and a shared celebration of each other's achievements. Spiritual development is not evident in subjects such as art, music, geography, or science.

The satisfactory moral development of pupils is mainly due to the individual support provided for each pupil by adults in the school. Pupils are constantly reminded about their behaviour, and are rewarded for improvements. Staff, especially support assistants, spend a great deal of time with pupils discussing their behaviour and how it can be improved. The school also involves a community police officer as part of the PSHE programme to work with pupils on how to be a good citizen. However, there is little involvement with other local groups, such as charities, or opportunities for pupils to make a greater contribution to the life of the local community.

The good relationships between individual members of staff and pupils contribute to the satisfactory development of pupils' social skills. Teachers and support assistants provide good role models. They remain calm and positive even when behaviour is challenging. There are informal opportunities for the development of social skills during break and lunchtimes in a pupils' recreation room. This is always well supervised, but there are few other opportunities for more formal development of social skills, such as the preparation for independent living, or the development of a school council to give pupils a formal voice in the school. Pupils have visited a local fire station, but

the provision of other opportunities to improve their knowledge of public institutions and services through the PSHE, citizenship and other curriculum programmes are rare.

The pupils' cultural development is poor. There are few opportunities for pupils to experience other cultures through art, music, literature, or geography. The school does not give sufficient attention to how pupils could have wider cultural experiences. There is insufficient challenge to examples of racial intolerance. The school's policy concerning morally and culturally unacceptable behaviour is not implemented.

Does the school meet the requirements for registration?

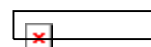
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide pupils with a broad general knowledge of public institutions and services in England (paragraph 2(d)); and
- assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions (paragraph 2(e)).

3. The welfare, health and safety of the pupils



The welfare, health and safety of the pupils is unsatisfactory. It depends greatly on the high staff-to-pupil ratio. This provides high levels of supervision. However, policies setting out good practice and identifying procedures regarding welfare, health and safety are inconsistent and some do not meet the regulations. In addition, administrative procedures regarding attendance are unsatisfactory.

The school's does have an anti-bullying policy but it is not specific to the school and does not meet regulations. While it identifies behaviour that constitutes bullying, it does not set out procedures for dealing with incidents of bullying. Pupils report that bullying to obtain cigarettes takes place.

The school has a named child protection officer but while the policy provides helpful guidance, it does not provide specific detail about procedures to follow when a suspected issue arises. It therefore does not meet the regulations. Incidents where a pupil has been restrained, or has absconded from school, are recorded in satisfactory detail.

The school's behaviour management policy is not effective. Improvements in behaviour are achieved through the individual work of adults rather than by any policy guidance from the school. There is a 'Code of Conduct and Expectations', which lists some aspects related to behaviour and a brief statement on what will be tolerated. However, there is no rationale setting out the school's expectations for standards of behaviour. The code lacks any detail regarding definitions of types of behaviour, and the only sanction mentioned is that a pupil may be sent home for certain types of behaviour.

The school has a health and safety policy that identifies staff responsible for specific aspects of health and safety. This policy is clear but it is not always fully implemented in relation to the condition of some classrooms. The First Aid policy provides guidance, has two named staff with First Aid qualifications and identifies locations of First Aid kit. All incidents where First Aid is required are logged centrally. The school does not ensure that a qualified First Aider accompanies pupils on visits out of school. There is no policy or written guidance on off-site activities and this contravenes

the regulations.

The last fire safety audit was successfully completed in September 2004, and the school meets the regulations. Fire alarm tests are logged; equipment is checked and updated regularly, and records are kept of staff who have received fire safety training.

The administration of attendance procedures does not meet the regulations. The attendance register does not have full information regarding pupils' home addresses. In addition, codes to identify reasons for absence are not recorded. Some inaccuracies occur in the way the register is completed each day as pupils are sometimes marked as present when they arrive late. The registration process is not always organised to provide a true and accurate record of attendance. The admission register lists all pupils with the appropriate information but does not always have contact telephone numbers even for pupils who live in care homes. The school has not completed an audit or action plan with regard to the DDA, or the accessibility of the premises for pupils with disabilities.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

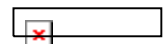
- prepare and implement a written policy to prevent bullying which has regard to the DfES guidance: 'Bullying: don't suffer in silence' (paragraph 3(2)(a));
- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with DfES guidance 'Safeguarding Children in Education' (paragraph 3(2)(b));
- prepare and implement a written policy relating to the health and safety of pupils on activities outside the school which has regard to DfES guidance: 'Health and Safety of Pupils on Educational Visits' (paragraph 3(2)(c));
- have regard for the DfES guidance 'Health and Safety: Responsibilities and Powers' (paragraph 3(4)); and
- maintain an admission register and an attendance register in accordance with the Education (Pupil Registration) Regulations 1995 (paragraph 3(9)).

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff

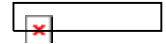


Personnel in management roles have experience of working in special schools, either as teachers or as learning support assistants, while others have various professional qualifications, such as a rugby coach. The school is staffed by qualified and unqualified teachers, some of whom have gained their teaching qualifications and experience outside the United Kingdom. All Criminal Records Bureau checks are carried out, references are checked and filed, and qualifications are obtained. For those who have been recruited from abroad the necessary Home Office work permits are obtained and kept on file. The company uses an independent medical assessor should the need arise.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation



The school is located in a former LEA maintained primary school. The school moved to this accommodation in June 2004 and has made some improvements to the internal decoration of the buildings. The accommodation is in a poor state of repair and is poorly resourced with few fittings. It contains little equipment and does not provide a suitable learning environment. In addition, there are other buildings on the site which are boarded up and unused, including one with loose tiles on the roof. These buildings are not fenced off from the rest of the school site. The shabby condition of the buildings provide a depressing environment in which vulnerable pupils work and learn.

The condition of much of the woodwork is poor with a great deal rotting. The external fabric of the building needs considerable attention to ensure that it remains watertight. Pupils have been involved in some of the decoration as way of trying to generate ownership of their surroundings in order to reduce the incidence of damage and graffiti, but it is not of a professional standard.

Classrooms are large given that class size currently does not exceed five pupils. There are few fittings, such as cupboards, display cases, computers, or bookcases in the classrooms. This reduces the opportunities for creating different areas for different learning purposes in the classrooms. There was no evidence of the use of television, video, or DVD equipment. Typically, the furniture consists of a small number of tables and chairs and a wall rack for books. Some classrooms have a large bench which is used for art. These were designed for primary school children and therefore are too low for many of the pupils. Many of the classrooms do not have blinds. The staff report that these have been vandalised by pupils, and pupils report as having to resort to sticking paper on the windows to make classrooms bearable in sunny conditions. There is a large specialist computer room with six workstations. This room also lacks blinds, and makes working at a screen very difficult in sunny conditions. The design and technology room gives particular cause for concern. There are loose tiles on the floor, loose carpet and no windows to allow natural light. Ventilation is inadequate. On the first day of the inspection it was observed that the fire exit to this room was boarded up on the outside and padlocked on the inside. There is no specialist room or equipment for science despite unused accommodation in the main school building. Indoor physical education takes place in the hall but the glass on the upper sections of the walls is not protected. The hall is too small for all pupils to take part at the same time, with many pupils only watching, which does not help them to make sufficient progress in this subject. The school has extensive outdoor space both on tarmac and on grass.

The recreational room where the pupils eat their lunch contains wooden picnic benches which cannot be sanitised before eating, and the sofas and easy chairs in this room do not conform to health and safety standards with regard to fire retardant materials.

There is a sufficient number of toilet facilities for all pupils and adults, except for those with additional educational needs. The pupils' washrooms have been recently decorated but both facilities lack clear signs. The boys' facilities lack washbasin drainpipes and two cisterns have no chains. All pupils' washrooms lack toilet paper, soap, paper towels, and disposal facilities. It was a source of concern voiced by one pupil. The school states that the pupils can request any of these before going to the toilet.

The school has no facilities to deal with pupils who are sick or who have other medical needs.

Does the school meet the requirements for registration?

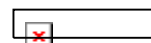
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide sufficient washrooms for staff and pupils, including facilities for pupils with special needs, which take account of the Education (School Premises) Regulations 1995 (paragraph 5k);
- provide appropriate facilities for pupils who are ill in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l));
- provide satisfactory lighting, heating, and ventilation in the classrooms and other parts of the school and in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(p));
- ensure that there is a satisfactory standard and adequate maintenance of decoration (paragraph 5(q));
- install furniture and fittings which are appropriately designed for the age and needs (including any special needs) of all pupils registered at the school (paragraph 5(r)); and
- ensure that the floors are appropriate and in good condition (paragraph 5(s)).

6. The quality of information for parents and other partners



The school does not have its own brochure or prospectus. The company has produced an information book containing general information about all its Educational Centres but the contents of this still fall far short of meeting all the regulations. In the absence of all the necessary policies, the parents, outside agencies, and LEAs do not have sufficient information of the working of this particular school.

Annual Reviews are usually attended by parents or carers, LEA officers and Connexions advisors. However, there is a lack of information on the levels of attainment reached, the evaluation of progress based on ongoing assessment, and accurate attendance figures. The parents or carers receive an annual report in which the progress pupils have made in different subjects is described. These differ in quality and do not always report on what gains pupils have made. They do not indicate levels of attainment in each subject.

The school has not prepared a statement of income and expenditure for each pupil funded by an LEA or LA.

Does the school meet the requirements for registration?

No.

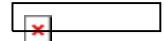
What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- the school's address and telephone number and the name of the headteacher (paragraph 6(2)(a));
- the full name, usual residential address and telephone number of the school proprietor (paragraph 6(2)(b));
- a statement of the school's ethos (including any religious ethos) and aims (paragraph 6(2)(d));

- particulars of the school's policy on and arrangements for admissions, discipline and exclusions (paragraph 6(2)(e)); and
- particulars of educational and welfare provision for pupils with statements and for pupils for whom English is an additional language (paragraph 6(2)(f)).
- school should also make available, and make clear that parents and prospective parents may request the following information:
 - particulars of the curriculum offered by the school (paragraph 6(2)(g));
 - particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving (paragraph 6(2)(h));
 - particulars of academic performance during the preceding school year, including the results of any public examinations (paragraph 6(2)(i));
 - details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(2)(j));
 - the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 6(2)(k)); and
- school should also:
 - provide an annual written report of the progress and attainment of each registered child in the main subject areas taught to parents (unless otherwise agreed with any parent) (paragraph 6(5)); and
 - where a pupil, who is registered at the school, is wholly or partly funded by the local authority, provide an annual account of income received and expenditure incurred by the school in respect of that pupil to the local authority and on request to the Secretary of State (paragraph 6(7)).

7. The effectiveness of the school's procedures for handling complaints

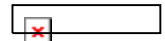


The school has adopted the company's comprehensive complaints procedures. These meet the regulations and are briefly described in the company's brochure concerning all its provision.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	Farrow House School, Hull		
DfES ref number:	810/6003		
Type of school:	Special		
Status:	Independent		
Age range of pupils:	10 - 16 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 17,	Girls 4,	Total 21
Number of pupils with a statement of special educational need:	Boys 15,	Girls 1,	Total 16
Annual fees (day pupils):	£19,500 - £31,500		
Address of school:	Dane Park Road		

Telephone number:
Fax number:
Headteacher:
Proprietor:
Lead Inspector:
Dates of inspection:

Orchard Park Estate
Kingston Upon Hull
HU6 9AR
01482 307833
01482 307832
Mr George Kankam
Mr R Yetzes
Ms F D Gander
22 - 25 November 2004

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