



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Holmwood House School

**Chitts Hill
Lexden
Colchester
Essex
CO3 5ST**

Lead Inspector
Kay Mehrtens

Key Announced Inspection
3rd/5th October 2006 07:00

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

Reader Information	
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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 *Boarding Schools*. They can be found at 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

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.

SCHOOL INFORMATION

Name of school Holmwood House School

Address Chitts Hill
Lexden
Colchester
Essex
CO3 5ST

Telephone number 01206 574305

Fax number 01206 768269

Email address

Provider Web address

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

Name of Head Mr Henry Thackrah

Name of Head of Care Dr Pam Edmonds

**Age range of boarding
pupils** 8 – 13 years

**Date of last welfare
inspection** 23/24th February 2004

Brief Description of the School:

Holmwood House School is a co-educational independent school providing both day and boarding facilities for children aged four and a half years to thirteen and a half years. Those boarding are aged 8 years and above.

At the time of the inspection Holmwood House provided both weekly and flexible boarding.

The boarding houses are within the school building; an old Victorian manor house.

The school is set in its own grounds on the outskirts of Colchester. Facilities available include playing fields, tennis courts, indoor swimming pool and gym.

SUMMARY

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

This was an announced visit that took place on the 3rd October 2006 with an additional visit on the 5th October to complete the inspection and give feedback to the headmaster. The lead inspector, Kay Mehrtens, was accompanied by Roger Alyward, a boarding sector professional inspector.

The visits to the school lasted 16.5 hours and additional time was taken to read the information requested from the school.

This was the statutory key inspection of the school. All the 20 key standards, identified by the Commission, were inspected as part of this inspection.

- The following sections of the summary have been written using language suitable for children and young people and will be produced as a separate document for the young people boarding at the school.
- The inspector, Kay Mehrtens, visited the school on the 18th September to prepare for the inspection visit. She met with some boarders and they completed a survey questionnaire about life as a boarder. The comments from these surveys will be included in this report but no names will be mentioned.
- The inspectors visited the school on the 3rd October. One inspector arrived at 7am and both were on the premises from 9am to 8.30pm. This gave the inspectors the opportunity to meet with the young people, tour the buildings and grounds, watch activities, join in mealtimes, talk to boarding staff and the headmaster during the inspection.
- One inspector also visited the school on 5th October to complete some paperwork and give feedback to the headmaster.
- The inspectors would like to thank the headmaster, staff and young people for making them feel welcome throughout the inspection.

What the school does well:

These are some of the good things that the inspector saw and that the young people and the staff told her about.

What the young people said:

- "It is great fun boarding with my mates".
- "We had a meeting and things changed".

- “There are lots of facilities”.
- “I feel safe here”.
- “The “shadows” (Gap students) are easy to talk to”.
- “We are not let off anywhere without a member of staff”.
- “I am not being bullied here”.
- “We like whisper time”.
- “Boarding is lots of fun because I always have a great time with my friends”.
- “I know who to talk to if I have a problem”.
- “The meals are balanced”.
- “The showers are cold”.
- “We would like a cosy common room”.

What the inspectors saw:

- The “buddy system” is excellent. The young people liked looking after younger pupils and felt it was good system.
- The relationship between the young people, the head and boarding staff is very positive. The young people were very relaxed in the company of the boarding staff team and the “shadows”.
- The young people are offered a good variety of activities after school and were observed to enjoy the evening events and time with the staff.
- The young people are provided with an excellent selection of meals and snacks that they clearly enjoyed eating and talking about.
- Parents were pleased with the care provided in the boarding house and told the inspectors that they always felt welcome when they visited and were kept well informed about their child.

What has improved since the last inspection?

- The school has looked at and improved the information handbooks for staff.
- The school has improved on the checks and information about new staff joining the school.
- The heating system has been repaired and now works better.
- Privacy has improved in the shower and bathrooms in the boarding house.

What they could do better:

- Records about the care and welfare of the young people need to be better with more information kept in one place instead of lots of different files and papers.
- Complaints need to be recorded in one record book with clear details about actions taken to deal with complaints.
- The medication administration records need to be maintained in a clearer, more formal way. The private health records of young people must be kept in a locked cupboard.
- The health of the young people, after an accident, needs to be followed up and recorded.
- All staff need to have training about child protection.
- The headmaster needs to look at providing more staff in the boarding house around bedtimes.

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 or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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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:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

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

Key standards 6 and 15. Other standards looked at were 17, 24 and 25.

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to this service.

The school took health promotion seriously.

Young people's identified health needs were recorded and monitored.

Medication administration records need better recording.

EVIDENCE:

The young people told the inspectors that they had lessons that looked at personal health and safety as well as bullying. Young people's health education is addressed through classroom and evening events, with parents. The inspectors were informed that local police officers came into the school last year to talk about drug awareness.

The young people have access to the two boarding house matrons throughout the day. They have received relevant training with regard to medication administration and the use of some specialist equipment. They do however, need to update their first aid training and undertake child protection training. They demonstrated a good understanding of the role of a matron in the house and were observed to attend to young people in a caring and appropriate manner.

The inspection highlighted the need for the matrons to ensure that medication and health records are securely stored.

Examination of the medication records indicated the need for a system of recording medication that meets best practice and ensures clear recording of the time and dosage given with indications, as stated on the prescription.

Accidents were recorded but there was little evidence of any monitoring of the young people following an accident.

The school no longer has the service of a designated doctor. All boarders have access to their own doctor and parents are contacted when any such appointment is required.

The school maintains boarders' health records, which contain information from parents and any appointments attended. Parents consent forms were kept with the individual young people's health files.

The inspection highlighted the need for individual, rather than family files for the young people. The school did not maintain separate welfare files on the young people. The records were health focused and did not allow for the recording and sharing of information regarding any identified welfare, emotional or behavioural needs of young people. From discussion and comments from staff, it was evident that they were aware of individual welfare issues for some young people. The only forum for sharing this information was at staff meetings and so this information was not always written up or formally monitored. Staff spoken to, at the inspection, did recognise the need to record this information to ensure effective monitoring of the young people concerned.

The standard of catering at the school was excellent. The young people are provided with well-balanced nutritious meals and snacks throughout the day. The inspectors were invited to have breakfast, lunch and tea with the young people. The meals were well presented and the young people were very pleasant company. Mealtimes are a very sociable and pleasant occasion at this school. There was a good staff presence at mealtimes.

Boarders have access to drinking water and snacks at reasonable times and there are good facilities for boarders to prepare drinks and snacks.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

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

Key standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47.

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to this service.

The school had a range of appropriate systems and practice in place to keep young people safe.

Records need to ensure a clearer evidence trail.

EVIDENCE:

The school has clear policies with regard to bullying. The young people told the inspectors that they were not being bullied. They said that bullying was talked about in school. They were clear whom they could talk to if they were concerned about anything.

The school records show that incidents of bullying are taken seriously and addressed appropriately by the headmaster.

The school has worked well to improve the child protection policies and procedures since the last inspection. The school deputy is the designated staff member for child protection issues. She informed the inspector that she had recently attended a training programme linking in with the local authority. However, the inspection did highlight the need for new staff, "shadows" and the house matrons to attend child protection training.

Staff spoken to during the inspection were very aware of child protection procedures and the role of the designated member of staff. There was evidence of child protection information and referral procedures in the staff room.

The young people were aware of the sanctions and punishments used in the boarding house and felt that they were fair. They said that they "didn't like losing whisper time but knew what to do to keep it!" The young people and their parents are provided with information about the school's sanctions and punishments when starting to board. There was a list of sanctions displayed in the matron's office that requires amending to reflect the current sanctions used in the house.

The inspection highlighted the need for a process for collating information from recording of sanctions, incidents and referrals that ensures all information is gathered centrally. The current situation has different staff teams gathering information, about young people, that is not kept on a central file. This does not lend itself to monitoring of all aspects of care of the young people. The inspectors noted that several different systems and record books were in use and so a clear evidence trail, with regard to some incidents, was not possible.

The headmaster had dealt with some incidents of unacceptable punishments in the boarding house. After examination of the different records, the inspectors advised a review of the staffing levels and gender mix of staff, in the boarding house after evening activities and at bedtimes. This is advised in the light of the numbers of incidents recorded since the start of term.

The school has a clear complaints policy and procedures, which is made available to young people and their parents. However, the recording of complaints does need to improve. There was no clear evidence trail of

outcomes, actions taken or complainant's comments following a recent complaint made by a parent. The inspectors advised separate records for complaints and incidents to ensure clear monitoring, recording of outcomes and placement of incident information into individual young people's files.

The young people told the inspector that they had done a fire drill but there was no record of any drills for this term. The house matrons were very aware of the fire evacuation procedures. Records of fire tests and alarms systems were recorded though a little confusing with the headings used in the fire record.

Tour of the boarding house highlighted the regular use of door wedges on fire doors. This was brought to the attention of the matrons and headmaster.

The young people were happy with their bedrooms and felt that their privacy was respected and protected. Staff were very aware of routines and procedures in the boarding house that ensured the privacy of the young people. They were observed to be discreet and respectful of the young people's personal space.

Staff files were sampled. The files contained evidence of the required information and recruitment checks to ensure the safety of the young people. The headmaster had sought the correct information and checks for overseas staff.

There were clear policies and procedures in place to ensure that the young people are safe and supervised only by staff that had been satisfactorily checked.

The teaching staff and "shadows" were very aware of the boarding policy that limits their access to the boarders sleeping accommodation. The matrons, with support from the headmaster and his wife, are the only staff to access this area to support the young people at bedtime. As previously mentioned in this report, the inspectors advised the headmaster to review this policy with regard to the gender balance of staff available for the young people at bedtime and staff levels when additional boarders are accommodated in the school.

The inspection highlighted some concerns regarding the security system in the boarding house. However, the headmaster responded efficiently to the concerns and addressed the shortfalls in the alarm system. He informed the inspectors that the alarms would be monitored and their use between floors would be reviewed.

The inspectors expressed some concerns regarding public access, as a squash club is located next to the school. The inspectors witnessed a member of the public walk through the school grounds, on a path used by the young people to access their play facilities and swimming pool. The person was observed to be

smoking, in front of the young people, and they were clearly not aware of the restricted access to the school grounds. The inspectors discussed this issue with the headmaster. They requested a review of security with regard to the squash club particularly the club garden/patio area and use of separate entrances that are accessed across school grounds. Some staff shared their concerns about public access to the school grounds and felt that better signage about restricted access would be helpful and ensure a safer environment for the young people.

The inspectors advised the headmaster of the presence of two gas cylinders, located near the squash club, that were not securely stored.

The risk assessments for the boarding house were examined and would benefit from more detail particularly with regard to the actions taken to minimise identified risks. The format used in the school was noted to be very clear and detailed but different from that used in the boarding house.

Window restrictors and hazard warning signs were in place in the boarding house and activity areas used by the young people. The young people told the inspector that they knew what areas of the school were "out of bounds" and said that "they are not let off anywhere without a member of staff".

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

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

Key standard 18. Other standards looked at were 11.

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to this service.

The young people are provided with excellent facilities and activities.

EVIDENCE:

There was no evidence of any gender, age or cultural discrimination.

The programme for evening activities for the boarders was excellent. On the evening of the inspection, the young people were offered lots of different activities and the staff also responded to requests and comments from the young people.

The staff were observed to interact well with the young people. The evening was well organised and went very well. The staff were aware of the whereabouts of the young people and kept good records of their attendance at different activities and ensured a safe "handover" to the matrons after supper.

The young people commented very positively about the activities available to boarders. Comments include, "there are lots of good facilities...like activities... we have talks on a Wednesday evening and they are interesting...like tuck time!"

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

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

Key standards 12, 14 and 19. Other standards looked at were 36.

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to this service.

The young people are supported in maintaining contact with their families.

The relationship between the staff and young people is very positive.

EVIDENCE:

The young people are provided with a good range of people to talk to. There is information displayed and given to the young people in a leaflet entitled "Someone to turn to". The young people told the inspectors that they had a copy of the leaflet and that it was also put up on the telephone box wall. The young people are also informed about access to the "independent listener" and child line.

The young people also told the inspectors that they could talk to their tutors, the "shadows" or their parents if they needed help.

The tutors informed the inspector that time is made available to talk to the young people and for them to discuss issues in tutor time.

The inspectors observed the young people sit and talk with house staff and "shadows" in a relaxed and friendly manner. The inspectors were impressed by

the staffs' organisation of the evening activities and their positive attitude and interaction with the young people. They were observed to respond well to young people's queries and comments and the young people clearly enjoyed their company. Several young people told the inspectors that they "liked the boarding staff" and "enjoyed sitting and talking with them at supper time".

There is no formal system for boarders to sit and share their comments and ideas about boarding other than an annual survey done by the school. The inspectors suggested that this might be reviewed and considered after discussion with the house staff and young people.

The young people's survey returns, completed for the commission, included comments such as, "the shadows are easy to talk to...I know who to talk to if there is a problem".

The school provides very good pastoral care for the young people. The young people benefit from a supportive and caring staff team.

The inspectors had the opportunity to meet some visiting parents. They were clear that they could talk to their child at any time, if there was a problem. They told the inspectors that they felt comfortable leaving their child at the school, as they trusted that they would be contacted if there were a problem.

The young people have access to a telephone, which ensured their privacy. However, most have mobile phones and are allowed access to them after tea, handing them in at bedtime. The young people told the inspectors that they liked this as they could talk to their friends and families when they liked and without anyone listening.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

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

Standards looked at were 40, 42 and 44.

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to this service.

The accommodation was satisfactory.

EVIDENCE:

Standard 44 with regard to toilet and washing provisions was not fully inspected. However, some of the young people did comment about the showers being cold on some mornings. This was brought to the attention of the headmaster who was aware of the problem. He informed the inspector steps had been taken to address the problem but that it does reoccur and will be dealt with, as required. A recommendation is made in this report for the need for ongoing monitoring and action with regard to the young people's showers.

The boarding accommodation was very pleasant. The rooms were bright, clean and well ventilated. The young people told the inspectors that they liked their bedroom areas and are encouraged to personalise their space. There was plenty of evidence of young people's personal belongings and pictures in their dormitories. They also bring their own duvet covers with them.

There was adequate separation between the girls and boys dormitories.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

Key standards1, 23, 31 and 34.

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to this service.

The school was well managed and provided a stable and secure place for young people to board.

EVIDENCE:

The school provides booklets, a brochure with plenty of information for parents and boarders about the boarding provision at the school. The head of boarding had recently updated the boarding handbook.

The inspection highlighted the need for improved monitoring of records with regard to incidents, complaints and punishments. The information was

gathered in many different formats by different people and did not come together on a central file for each young person.

Risk assessments for school activities were detailed and contained clear information and actions to address and manage identified risks. As previously mentioned in this report, the risk assessments for the boarding house need to be of the same standard.

The staff boarding duties (rota) is organised by the deputy-boarding master. The staffing levels reflect the number of boarders accommodated. The number of boarders changes daily as the school offers flexible boarding. This does mean that on some evenings there can be over 40 young people boarding. The evening, of the inspection, was well organised and staff were clear about their allocated tasks.

The boarding staff and "shadows" do not assist with the bedtime duties. They have supper with the young people then the boarding master transfers the care of the young people to the two matrons at about 8pm. The inspectors considered this to be a "thin time" with regard to staff cover as there are only two matrons to support the young people. The inspectors were informed that additional support is available from the headmaster and his wife, especially on a Friday evening, which is often the busiest boarding night. However, the inspectors felt that the staffing levels and the gender mix of staff at bedtime need to be reviewed.

The boarding house policies and staff handbook have been reviewed, amended and updated and copies are kept in the staff room. New staff informed the inspectors that they are supervised and supported by the senior house staff. They were aware of their job descriptions, roles and boundaries in the boarding house as well as their role as tutors or "shadows". Their comments indicated a staff team that enjoy their jobs and the time spent with the young people.

The school training programme contained no reference to boarding related training on staff inset days. Examination of staff files also highlighted the need for a formal induction programme for new staff, including "shadows", as well as child protection training.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding 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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	2
16	X
17	2
24	4
25	3
48	X
49	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	3
3	2
4	2
5	2
13	X
22	X
26	2
28	X
29	X
37	3
38	3
39	3
41	2
47	2

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	4
18	3
27	X
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	3
19	3
21	X
30	X
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	3
42	3
44	X
45	X
50	X

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	X
9	X
10	X
23	3
31	2
32	X
33	X
34	2
35	X
51	X
52	X

Are there any outstanding recommendations from the last No inspection?

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	BS3	The school should ensure that all staff working with the boarders undertakes child protection training.	
2	BS4	The school should improve the system for monitoring punishments and incidents.	
3	BS5	The school should improve the system for monitoring any complaints that may be received.	
4	BS15	The school should improve the system for recording prescribed medication and ensure that medical records are securely stored.	
5	BS17	The school should develop welfare plans for children, particularly where there are specific emotional or behavioural difficulties.	
6	BS26	The school should ensure that boarders and staff undertake regular fire drills and the practice of using door wedges on fire doors is stopped.	
7	BS31	The headmaster should review the bedtime staffing levels and the gender mix of staff on duty in the boarding house.	
8	BS34	The school should develop an induction programme for new staff.	
9	BS44	Although it is acknowledged the school has actioned repairs, the school should continue to monitor the effectiveness of the young people's showers and take any required corrective action as necessary.	

10	BS41	The school should review the security arrangements regarding the boarding house alarms between the two stairs; the downstairs access to the boarding areas from the public and access to the squash club.	
11	BS47	The school should ensure that there are detailed risk assessments with regard to all aspects of health and safety for the boarders.	

Commission for Social Care Inspection

Colchester Local Office
1st Floor, Fairfax House
Causton Road
Colchester
Essex
CO1 1RJ

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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