

inspection report

Residential Special School (not registered as
a Children's Home)

Longmoor School

Coppice View Road

West Midlands

B73 6UE

9th March 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Longmoor School

Address

Coppice View Road, West Midlands, B73 6UE

Tel No:

0121 353 7833

Fax No:

0121 353 9228

Email Address:

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

Birmingham City Council

Name of Head

Mrs Janet Veronica Jenkins

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

17/3/03

Date of Inspection Visit		9th March 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Andrew Hewston	097324
Name of NCSC Inspector	2	Debby Railton	
Name of NCSC Inspector	3	Lynne Woods	
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Longmoor School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Longmoor School provides multi-disciplinary education at nursery and primary levels to children of both sexes with severe or profound learning disabilities and multiple disabilities. The school was purpose built and included teaching areas, indoor and outdoor recreational facilities and integral self-contained residential accommodation. The latter had 12 places and provides residential care, and some extended day care, on weekdays during term-time. A recent inspection by the Local Education Authority (LEA) concluded however that the number of residents should be limited to 6. Some of the children stay differing lengths of time each week within the unit, with some only staying one night. The residential accommodation is staffed by a team of both qualified and unqualified residential social workers who have a range of experience and skills.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school had developed in a number of ways since that last inspection, there was evidence now available of policies regarding privacy, complaints and absence without permission. Staff were also more aware of some of these policies and procedures such as child protection, where they had received training over the past year. The residential unit had also developed a new format of communication for the children regarding bullying and being unhappy.

Consultation with parents by care staff was positive, with a number of parents stating the good relationships that existed between the school and home life. The home / school diary system allowed for children's developments within the differing environments to be shared. Parents also commented upon the close links that the unit had with educational planning. The inspector also noted this relationship between school and unit for target setting.

Good relationships were noted at all times between staff and children, with staff being aware of differing likes and dislikes of children as well as targets being worked on. Staff were also noted as being skilled at promoting independence with children. Activities organised by staff covered a good range of practical skills as well as allowing for appropriate socialisation external to the school.

The administration of medication was found by the pharmacist inspector to be very good.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The overarching concern within the residential provision at Longmoor is still the poor physical standard of the children's bedroom area. The bedroom cubicles were poorly constructed and posed a lack of appropriate privacy with possible concerns regarding child protection with the awareness that children could move themselves to other children's bedrooms. The provision of a baby monitor within the residential accommodation was seen as a short term response that had not been subject to the appropriate permissions. Bedroom areas were noted in the most inappropriate areas including one on the fire exit. Major changes to this area are required as soon as possible. Other areas of the building also needed improvement to rectify problems i.e. the lack of space within the lounge, the inappropriate access to a spiral staircase and the finalising of improvements to the toilet facilities.

The unit needs to improve its financial management, problems were found within three main areas, the recording of pocket money, the use of children's monies for meals out, the lack of clarity of the overall residential budget. The inspector was surprised to find major concerns within all of these areas of financial administration and would expect to see any miscalculations to be rectified in favour of the children.

The unit needs to develop more robust recording systems with differing and unconnected ways of recording children's developments being evidenced. The main concern noted during this inspection was the poor recording of sanctions and physical interventions, which were evidenced within a number of different places other than those expected by the Standard.

Written recordings were also problematic with the lack of appropriate placement plans for children, and lack of recordings of consultation with both children and parents. The unit appeared to keep day to day recordings of children within the school / home diaries which were prone to loss or damage.

The system of recruitment checks was found to need improvement with a number of expected checks of staff not being completed appropriately.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The staff team were found to be working well together to give a positive residential experience to the children within the unit. The difficulties with the units' recording means that often positive work that is completed is not able to be shown and praise cannot be given for it. This could be stated within a number of areas such as consultation with parents and children, daily children's developments and the use of physical interventions.

The staff team had a wealth of knowledge and experience between them, and did well to provide a good service to the children while being aware of the physical limitations of the building. The proposed closure of the unit due to these limitations, was not observed to have had a negative effect on the care that was given to the children. The suggested closure also had the effect of increasing parents realisation of the positive work being completed within the unit, who in turn wanted to make this clear to the inspector.

The headteacher was assessed as offering positive leadership overview to the unit, and the head of care worked well with the leadership of the staff team.

Overall this was an indepth inspection that showed that some areas of practice need developing within some recording practices. The practice of child care however was positive and professional.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS2	The school should ensure that there are more explicit records of the methods used to elicit children's wishes and of the results of such consultation.	To be included within the action plan
2	RS4	Training given to staff with relation to complaints.	As above
3	RS13	The school should ensure that adequate facilities for the continuing education, leisure and exercise of residential pupils are provided.	As above
4	RS17	The school should review the structure and content of care plans with a view to ensuring that the reason for residential provision is always clear, that actions to be taken and outcomes are fully recorded and that there is a reviewing process which is not dependent on SSD or LEA reviewing schedules.	As above

5	RS19	All records relating to health and safety matters need to show that expected testing of; fire safety, water temperatures, and COSHH items are completed within the specified timescales.	Part completed
6	RS23	Consideration needs to be given to the amount of high-handled doors within the residential provision, and where necessary this should become part of the child's care plan.	As above
7	RS24	<p>Immediate consideration needs to be given to the poorly designed accommodation available to the children within the residential provision.</p> <ul style="list-style-type: none"> - The partitioned cubicled bedroom areas leave insufficient space for the children. - The cubicles doorways do not allow for sufficient privacy. - Entrance into the communal area from the bedroom areas allows access to a possible problematic staircase. - Limited communal areas within the residential accommodation if all bedrooms were fully occupied. 	As above
8	RS28	A staffing policy including those areas stated within Standard 28.2 needs to be developed and included within the Statement of Purpose.	As above
9	RS29	Staff need to have an up-to-date appraisal that relates to their own Personal Development Plan.	As above
10	RS30	Guidance relating to all areas specified within Appendix 3 need to be available for residential staff.	As above

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS3	Children's telephone to be made fully operational. The use of electronic monitoring to be clarified and permissions gained from appropriate parties. All of the bedrooms to be altered to allow for greater privacy.	To be within action plan unless otherwise stated
2	RS4	Training given to staff with relation to complaints. This was a recommendation at the last inspection	Action Plan
3	RS5	The child protection policy is to be in line with those areas as required within appendix 1. The designated teacher for child protection requires more recent training.	Action Plan
4	RS6	Staff need increased consistency regarding the use of the handbooks with children to show if bullying behaviour had occurred.	Action Plan

5	RS10	<p>The unit needs to have appropriate policies regarding physical restraint and sanctions, informed by the National Minimum Standards.</p> <p>Increased information is required with the use of recordings for sanctions and physical interventions</p> <p>Responses to behaviour to reflect children's individual behaviour plans</p> <p>All sanctions and physical interventions to be recorded within children's files.</p> <p>A more robust recording system to be developed for incidents within the unit.</p>	<p>Action Plan</p> <p>By end April 2004</p> <p>By end April 2004</p>
6	RS13	<p>The school should ensure that adequate facilities for the continuing education, leisure and exercise of residential pupils are provided.</p> <p>This was a recommendation at the last inspection</p>	Action Plan
7	RS13	<p>The ratio of activities funding to be more equally spread to all resident children.</p>	Action Plan
8	RS14	<p>The schools accident log to be used to record all accidents.</p> <p>All medication to be stored at the correct temperature.</p> <p>All childrens files to contain an health plan in line with the expectations of the Standard.</p>	<p>On receipt of this report</p> <p>Action Plan</p>
9	RS16	<p>All pocket money recordings to be checked and any monies owing to the children to be returned.</p> <p>All recordings of pocket monies to be audited on a regular basis by senior staff.</p> <p>The expectation of parents contributing money towards ongoing activities to be evaluated by the senior staff.</p>	<p>Action Plan</p> <p>Action Plan</p> <p>Action Plan</p>
10	RS17	<p>The school should review the structure and content of care plans with a view to ensuring that the reason for residential provision is always clear, that actions to be taken and outcomes are fully recorded and that there is a reviewing process which is not dependent on SSD or LEA reviewing schedules.</p> <p>This was a recommendation at the last inspection</p>	Action Plan

11	RS17	<p>All children to have care plans that are completed.</p> <p>Increased evidence is required of keyworker consultation with children and parents.</p>	Action Plan
12	RS18	<p>Children's files to contain all information as stated within the Standard.</p> <p>Children to have Statements of SEN that are current and relate to appropriate provision.</p>	Action Plan
13	RS19	Staff and child registers to be recorded with information as required by the Standard.	Action Plan
14	RS20	All contact arrangements and visits to be recorded appropriately.	Action Plan
15	RS22	The system of the independent visitor to be operational.	Action Plan
16	RS23	<p>Consideration needs to be given to the situation caused by high-handled doors within the residential provision and, where necessary, this should become part of the child's care plan.</p> <p>This was a recommendation at the last inspection</p>	Action Plan
17	RS24	<p>Immediate consideration needs to be given to the poorly designed accommodation available to the children within the residential provision.</p> <ul style="list-style-type: none"> - The partitioned cubicled bedroom areas leave insufficient space for the children. - The cubicles doorways do not allow for sufficient privacy. - Entrance into the communal area from the bedroom areas allows access to a possible problematic staircase. - Limited communal areas within the residential accommodation if all bedrooms were fully occupied. <p>This was a recommendation at the last inspection</p>	Action Plan

18	RS24	<p>Additional areas to be rectified</p> <ul style="list-style-type: none"> - Insufficient lighting within cubicles due to cubicle construction - One bed forming part of a fire exit - One bed forming part of a corridor - Children's beds needing new mattresses in the majority of cases - The use of blocks under one bed due to a previous residents needs - Insufficient privacy due to basins along communal corridors - Inconsistent use of locks on bedroom cupboards 	Action Plan
19	RS26	<p>Fire alarms to be tested on a weekly basis</p> <p>Portable electrical appliances to be tested on an annual basis</p> <p>All COSHH items to be stored within a locked cupboard when not in use.</p> <p>Combustible materials not to be stored above children's bed cubicles.</p>	By end April 2004
20	RS27	All staff recruited to have evidence of sufficient checks being completed.	Action Plan
21	RS28	<p>A staffing policy including those areas stated within Standard 28.2 needs to be developed and included within the Statement of Purpose.</p> <p>This was a recommendation at the last inspection</p>	Action Plan
22	RS29	<p>Staff need to have an up-to-date appraisal that relates to their own Personal Development Plan.</p> <p>This was a recommendation at the last inspection</p>	Action Plan
23	RS30	<p>Guidance relating to all areas specified within Appendix 3 need to be available for residential staff.</p> <p>This was a recommendation at the last inspection</p>	Action Plan
24	RS30	All staff to receive annual appraisal.	Action Plan
25	RS31	Evidence to be available of appropriate checks having been completed of those areas stated within the Standard.	Action Plan
26	RS33	The school to be visited every half term and a report generated as appropriate.	Action Plan

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS2	The school should ensure that there are more explicit records of the methods used to elicit children's wishes and of the results of such consultation. This was a recommendation at the last inspection
2	RS6	Bullying behaviour to be assessed and recorded appropriately.
3	RS22	All use of therapeutic techniques to have received the appropriate permissions prior to use.
4	RS30	An assessment to be made regarding the appropriateness of staff visiting expupils.

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

PART B INSPECTION METHODS AND FINDINGS

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	NO
• Fire Service	YES
• Environmental Health	NO
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	9/3/04
Time of Inspection	9.00
Duration Of Inspection (hrs.)	38
Number of Inspector Days spent on site	5

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
<p>The school has a Statement of Purpose that covers all the areas necessary within the Standard and is specific to the residential unit. As an overall document it describes the way that the unit worked well. It also included information about areas where the unit could be improved upon. There were small inconsistencies within the Statement of Purpose i.e. the implication that the residential unit offered nursery accommodation yet then stating the age range as being 7 – 12.</p> <p>The Statement of Purpose showed a clear awareness of the situation at the time of the inspection with regard to the proposed closure by the Local Education Authority.</p>		

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

3

The inspectors observed a variety of communication systems in use within the unit to enable children to make decisions on a short term basis. The children all had difficulties with communication but the use of the Picture Exchange Communication system (PECs), makaton and big macks helped overcome some of these difficulties. Recordings of consultation with the children were limited however and this was stated as an area that needed attention at the last inspection.

Parents that were spoken to stated that they felt involved with the unit and key decisions that were made regarding their children. This was reiterated by the questionnaire where all parents stated positive consultation. The school produces a weekly newsletter recording achievements within the school and residential unit, as well as delivering information to the children's families and carers.

The school and unit were seen to use a diary system to allow ongoing communication between the school, unit, and home. This was observed as working well and a range of information was shown to be passed between differing parties.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****1**

The school had developed two policies in relation to this Standard, "Appropriate physical contact with children" and "confidentiality" policies. Between these the main required areas as required were assessed as being met. Children's personal files were stored appropriately.

The school had invested in a new telephone to allow better communication between children and relatives / friends, although this was not fully functioning at the time of the inspection.

The care staff team in relation to manual handling and personal care had received appropriate training. Staffing at the time of the inspection ensured that girls were able to be dealt with by female staff, the majority of residents were male however, with only one full time male member of care staff.

Children were able to meet in private although this would have a detrimental effect on the freedom of other children at some times of the day, due to the shortage of available rooms. The physical standard of the bedroom cubicles did not allow for sufficient privacy and was assessed as poor for this Standard. None of the cubicles had doors and this caused staff to state that children would wander into each others bedrooms at night. Children could see into each others bedrooms via the radiator covers. The unit used a system of baby monitors to keep nightstaff aware of movements at night, there were however no permissions from the placing authority or the parents available to allow this. Insufficient privacy was noted for changing and washing, as this was observed taking place on the bedroom corridor due to insufficient space within bedroom cubicles.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?****2**

The school had developed a revised complaints procedure which covers the areas as required by Standard 4.3. There were a couple of small errors noted within the policy, these were discussed with the Headteacher.

A member of senior staff was designated to oversee complaints received, who stated that they were unaware of any complaints being made since he took on the responsibility 4 months prior to the inspection. Staff gave a number of differing responses that would be undertaken with regard to if parents or others wanted to make a complaint suggesting a need for clarity and training for the care staff team.

The majority of questionnaires from parents showed they had an awareness of the schools complaints procedures and how to complain to the NCSC. The NCSC also formed part of the schools complaints procedures and policy.

The school had developed a makaton symbol and basic word handbook for the children, to allow for communication regarding complaints and bullying awareness.

Number of complaints about care at the school recorded over last 12 months:

Number of above complaints substantiated:

Number of complaints received by NCSC about the school over last 12 months:

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

2

The school had an appropriate child protection policy and a copy of the ACPC procedures. The policy did not however include all of the areas as required by appendix 1 of the National Minimum Standards with regard to responding to allegations or suspicions of abuse.

The schools designated teacher for child protection had received some training, but this now was in need of updating. The previous designated teacher was however available within school and had completed more recent training.

Residential staff had received basic training in child protection over the past year and were more confident in their appropriate responses than at the last inspection.

The inspectors were concerned at the Local Authority's response to a recent child protection issue within school, where the expectation of the investigation was passed solely back to the school.

The school nurse visits on a weekly basis and was stated by the staff as a source of advice with regard to child protection issues.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

2

The school was found to have an appropriate policy with regard to anti bullying. The residential unit also had, as stated within Standard 1, a children's handbook which was able to be used for children to state that were unhappy. There was no record of this form of consultation having taken place, however, and staff were not consistent in the responses to the use of these handbooks.

There were recordings and observations of children assaulting others, though had been assessed by staff as being 'exhibited behaviours' rather than bullying. No assessments were evidenced to examine these incidents however, as to who, or when these incidents occurred.

Percentage of pupils reporting never or hardly ever being bullied

X %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

There was a system in place to notify the relevant authorities in the event of an incident stated within the Standard. No such event had been recorded over the past year.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>The school had developed a policy with relation to those expected areas as specified within the Standard since the last inspection.</p> <p>A high staff-children ratio, with constant supervision of all children, as was observed, and the layout and security of the site provided effective measures to prevent unauthorised absences.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
Inspectors observed good relationships between all adults and children within the school. Both children and adults were consistent with regard to acceptable behaviour.		
The needs of the individual children were observed as being balanced with the needs of the resident group. Children were observed having their individual choices promoted in numerous ways, including activities and meals, while at the same time children enjoyed group activities.		
Staff demonstrated a good understanding of the range of differing needs of the children within the unit, often knowing likes and dislikes, and attempted to meet these at all times.		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence**Standard met?****1**

The school did not have a specific unit policy with regard to physical intervention and sanctions, although the staff were guided by the Department of Health guidance for restrictive physical interventions. This was assessed as being partly due to the learning difficulties experienced by the children and the difficulties associated with the perceptions of sanctions being the result of unacceptable behaviour. No inappropriate sanctions were observed within recording systems.

Less than 50% of the care staff team had taken a full part in the training for physical restraint due to health concerns. This was of concern given the high rate of incidents that were recorded where staff had been assaulted by children. The majority of staff did however take part in breakaway techniques training. The paperwork associated with the training for physical interventions used was not made available to the inspector.

The inspector assessed there to be a confusion with regard to the recording of incidents / sanctions / physical interventions, with some information being recorded within differing systems e.g. the children's home/school diary, incident report sheets, the units' diary and the Antecedent Behaviour and Consequence (ABC) book. The latter of these systems the Head of Care stated had stopped being used a week prior to the inspection yet incidents had been recorded on almost daily basis up until three months prior to the inspection with no records since that time. Entries within the ABC book included undated entries and apparent responses to behaviour that were in contrast to children's individual behaviour plans. There were entries within the ABC book that the inspector assessed as being physical interventions and as such needed to be also recorded within the children's individual files.

Incidents recorded within a separate system were not able to be evidenced within children's files.

The inspector assessed the use of the home / school diary as being an inappropriate recording tool for incidents, physical interventions and sanctions as was stated by some staff. The unit needs to develop a more robust system of daily recording, as the diaries were found to become lost at home or destroyed by children.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

3

Staff and parents were able to give clear explanations of the systems of admissions to the unit. These included introductory short visits being developed in a structured way towards fuller residency. The school had an appropriate policy regarding admission to the residential provision.

Children and parents were assessed as being supported appropriately with accessing secondary education and appropriate residential provisions.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

4

The residential care staff were observed working well to meet the assessed educational targets. The inspector observed a review of a child's educational and social targets with the child's parents, this included good contributions from both the school and residential unit.

Regular ongoing communication was observed between the school and unit covering a range of educational and social developments for differing children.

Parents that were spoken to during the inspection stated the positive way that the unit linked with school targets. Parents also stated how the unit provided practical ways that they could work with their child to continue improvements made at school.

The deputy head was assessed by the inspectors as creating a proactive link between the school and the residential unit, and as such dissipated difficulties that were apparent at the last inspection between teaching and care staff.

Projects were observed being completed within the unit that were linked to projects being completed within school.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

2

There was evidence of activities being planned on a weekly basis these were considered as offering a good range of differing leisure interests. Children went out for meals on a weekly basis, and cooking was observed being completed within the unit with children, this was also seen to be planned for most weeks.

Staff stated that the unit occasionally made use of the school's snooker area, and the school hall had also been used for activities that needed increased space. The play space available in the lounge area was insufficient for the number of children in residence with appropriate staffing, this is also noted within Standard 23.

Although a budget was evidenced by the school for activities this was assessed by the inspector as being offered in an unfair manner. This was due to the large majority of activities offered being free, while one off outings were only offered to children staying on certain nights. This also links into concerns within Standard 16.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

2

The pharmacy inspector examined the systems within the school regarding the administration of medication and assessed these as being of a high standard. The inspectors also spoke with the school nurse who showed a good knowledge of the children's medical histories and the medication that was being administered. Regular checks were stated as having been done regarding if medication was being administered appropriately by staff. Good consultation was evidenced to be had with parents to ensure that the best medication was administered to the children.

Sufficient staff had 1st aid qualifications and staff were also given training in specific medication administration, as appropriate. The school had access to the speech and language therapist for additional health consultation.

There was evidence of some incidents occurring that had not been recorded appropriately within the schools accident book and also a confusion regarding whether an accident that had been recorded as an 'incident' needed further recording within the schools accident book.

Prescribed medication was observed being stored appropriately, including controlled drugs. There were some medications that were observed to be stored above the stated temperatures within children's cupboards.

Children files did not contain a written health plan as required by the Standard.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

The inspectors enjoyed a number of differing mealtimes with the children, and menus were examined and assessed as being appropriate. Breakfasts and evening meals were taken within the residential unit within a pleasant domestic setting, the lunch was taken with all the school children in the main hall.

Staff reported that the new cook for the evening meals had improved the quality of the menus at this time and that consultation between the staff and cook allowed for individual tastes to be known and catered for. Appropriate arrangements were made for children with differing dietary needs, and this was an improvement on last year's inspection.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

1

Children were able to bring their own clothing into school, and this was changed into following school with assistance from staff. Personal requisites and toiletries were stored for the children's own use.

The inspectors were concerned about the recordings of pocket monies. At best these were poorly kept and there were examples recorded of children's monies 'disappearing' due to poor accounting. The inspector raised concerns over the apparent charging of parents for activities that included meals out, while school funding should be available for this and not purely for staff meals. Differing amounts of pocket money were being required for differing children in relation to the activities being organised. School funding was expected to be seen putting towards these activities, rather than parents appearing to be subsidising staffs involvement in activities. The available budgeting for the unit was not clearly auditable

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

2

Children's files were sampled, and all had placement plan proforma within them. None of these were fully completed and one had not been started. Information with regard to those areas expected to be within the care plans were for the most part within the files, but not in a clear format. The residential staff appeared to use the individual education plans as a tool to set targets and analyse developments in different areas for the children.

Each child had a keyworker for specific individual support and for communication with parents and school. Each keyworker had a specified back up worker in case of absence. There was however little evidence to support this communication had occurred with either parent or children other than in the school diaries.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?****2**

Each child had their own secure records. The files were assessed as ranging between poor with only basic information to acceptable, although none of the files contained all of the information required by the Standard. The majority of information that was not held within the children's files had been recorded in more general unit records, including medication – St 14, pocket money – St 16 and additional measures of control – St 10.

The inspector was concerned that Statements of Special Educational Need were not current and did not show the appropriate provision. This was discussed with the head teacher and parents were talked to with regard to this and the inspector recorded a common theme of the residential provision not being stated due to the threat of closure current at the time of the inspection. An overarching concern therefore was that Statements were being written to available provision rather than the children's needs.

The archiving of records was discussed with the Head of Care with the need to develop an appropriate system.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?****2**

All of the records required by the Standard were kept within the school although the register for staff and child did not contain sufficient information. Evidence was not available of sufficient checks being completed of the recruitment processes within staff files.

Menus, duty rotas and the visitors book were all kept appropriately

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

2

For most children, due to the short periods they were in residence at the school, contact with parents was not an issue. There was evidence through discussion however that some contact arrangements had been made for children and some contact visits had taken place. These plans or visits had not been recorded appropriately within the children's files.

As stated within Standard 2 there was insufficient space available for pupils to meet in private with their parents / significant adults.

The school had an appropriate contact policy.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

9

This standard was not applicable.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?****3**

Appropriate support was given to the children in line with their assessed needs. Communication support was observed through the use of PECs, Makaton and Big Macks. The school also had good links with the Speech and Language therapist who visited on a regular basis.

The school had appointed an appropriate independent person prior to the inspection who met with the inspector, and would be offering support to the young people following it.

Some children received, and were stated as benefiting from, specific alternative therapeutic techniques within the school environment. Although there was no recording of this being done within the residential unit it was completed by the some residential staff who had completed appropriate training courses. If these therapies were to be used within the residential unit this would need the appropriate permissions from parents and where appropriate the local authority. Any staff member who is using such a technique is required to have supervision on a regular basis with a qualified external person This supervision was not evidenced within the staff members' files.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence

Standard met?

2

The school is situated within a pleasant residential area and accessed through a secure barrier. The residential unit has access to many of the school areas within the evening including snoozelam, swimming pool, play area outside and school hall.

As with the last inspection report there was continued use of high handled double doors within the unit. These created a physical restriction on some children for which there was no agreement.

The issue of the baby monitor as an electronic monitoring device was examined in relation to Standard 3.

Insufficient space was available for wheelchair access to some areas.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?****1**

The residential accommodation was of a poor standard and in need of a complete refurbishment. A recent Local Education Authority inspection decreased the amount of children to be accommodated at any one time to 6. Plans were examined to rebuild the sleeping accommodation to meet this new number and were assessed by the inspectors as meeting the Standard if completed.

Concerns were further raised with regard to the size of the lounge area where there was insufficient space for all of the children and staff on duty to sit at the same time. Again the proposals of an extension were discussed with the inspectors and assessed as being appropriate if completed.

Problems with the provision at the time of the inspection also included :

- Insufficient space with each of the bedroom cubicles.
- Insufficient lighting within cubicles due to cubicle construction
- One bed forming part of a fire exit
- One bed forming part of a corridor
- Passage from bedroom to lounge area too small, with access to a spiral staircase with a possible health and safety risk
- Children's beds needing new mattresses in the majority of cases
- The use of blocks under one bed due to a previous residents needs
- Insufficient privacy due to basins along communal corridors
- Inconsistent use of locks on bedroom cupboards
- Lack of doors on the majority of bedroom cubicles

Staff had attempted to personalise the bedroom areas in a variety of ways in an attempt to make them feel more 'homely'. There had been a number of areas that had been painted since the last inspection and this was an improvement.

Staff sleeping in areas were relatively close to the residential provision and children had access to waking night staff if required.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?****3**

The unit has two bath areas, one being of a domestic style with shower and one with a specialist bath. There were sufficient toilet facilities for 6 children and these were being upgraded to an acceptable standard at the time of the inspection.

Water temperatures were checked by the inspector and found to be appropriate.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?****2**

The inspector met with the site manager and examined evidence relating to gas servicing, electrical installations, security alarms and water temperatures checks, all of which were appropriate. Checks with regard to fire alarm testing were evidenced as being completed on a fortnightly basis rather than weekly as advised by the fire service. The fire alarm and fire extinguisher servicing had been completed in the month prior to the inspection. The school was awaiting the fire service inspection.

Portable appliance testing of electrical items could not be observed although this was to be completed by the site manager following receipt of the appropriate equipment.

During the inspection a number of COSHH items were observed within the reach of children. There were also a number of combustible items being stored on top of the bedroom cubicles.

Risk assessments had been completed regarding the majority of areas as required by the standard.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

Staff recruitment files were sampled and found to contain insufficient evidence of appropriate vetting checks having been completed. This occurred for those staff recruited pre and post April 2002 when the Standard of recruitment checks came into force. Staff who had taken up new positions although were not new staff since April 2002 also had not had sufficient recruitment checks re-examined.

Total number of care staff:

8

Number of care staff who left in last 12 months:

2

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?****2**

At the time of the inspection the ratio of children to staff exceeded the guidance as specified within DFES circular 11/90. This was assessed as being appropriate due to the highly dependant range of needs of the children.

The staff team were observed working well together, and there was evidence of staff covering for absences to ensure a continuity of care in some instances. The staff team consisted of a range of ages, gender and experience of child care.

Tensions that existed at the last inspection were stated by staff to have dissipated due to changes in staffing structure and a more developed working partnership with senior staff.

There was still a need for a staffing policy as specified within the Standard, to become part of the units Statement of Purpose.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?****2**

The residential unit staff completed child protection training during the schools' recent training days. Training was also recorded to take place within the schools development plan.

The residential units induction programme was stated by the Head of Care to include those areas as required by the Standard. The inspector observed a good basic induction booklet for care assistants and care staff including relevant information.

There was little evidence of staff fully completing personal development plans. This was a recommendation at the last inspection.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?****2**

Supervision records were sampled and the inspector found that the staff received sufficient supervision to meet the Standard. Supervision topics were assessed as being appropriate although concern was raised regarding the lack of guidance offered to staff who stated that they visited past pupils outside their working hours. The inspector suggested to both the Headteacher and Head of Care that this could be seen as a blurring of professional boundaries.

There was a lack of evidence to show that staff had received annual appraisal.

Staff meetings were held on a weekly basis and were well minuted, showing a range of topics that were discussed.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The Head of Care at Longmoor had completed a Diploma in Social Work and had been in post for 6 years. At the time of the inspection the deputy Head of Care was absent due to maternity leave, although an experienced staff member was acting up to cover this position. The school met the ratio of 80% of residential staff being qualified to NVQ 3 level.

Staff rotas were assessed as meeting all areas necessary and ensured that staff were also working alongside the working time directive.

Information was available relating to child protection, bullying and the NCSC for parents.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

80 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

2

Although the headteacher and Head of Care had a good knowledge of the areas requiring monitoring there was a lack of evidence to show that these checks had taken place. There appeared to be no apparent system to identify any specific patterns in recordings, or difficulties that were occurring within the unit on a regular basis.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

1

Although a candidate had been addressed to take on this role no inspection had been completed in accordance within the Standard.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 9th March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by one month of receipt of this report, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

YES

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I _____ of _____
am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.