



Making Social Care
Better for People

inspection report

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

Appleford School

Shrewton

Nr Salisbury

Wiltshire

SP3 4HL

10th, 11th, 12th & 21st May 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

Appleford School

Address

Appleford School, Shrewton, Nr Salisbury, Wiltshire, SP3
4HL

Tel No:

01980 621020

Fax No:

01980 621366

Email Address:

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

Dr Peter Gardner

Name of Head

Rev Robert Clarke

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

26th
March,
12th &
13th June
2003

Date of Inspection Visit		10th May 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Wendy Anderson	095421
Name of CSCI Inspector	2	Martin Davis	
Name of CSCI Inspector	3	Mary Collier	
Name of CSCI 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 CSCI. 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		Rev Robert Clarke	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI in respect of Appleford 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

Appleford is a co-educational school for dyslexic children aged 7-13. The school is set in its own grounds in the village of Shrewton. Boarding is divided between two houses and then sub-divided into dorms. The aim of the school is to address the child's problems with literacy, to restore self-confidence and to improve self-esteem. The school works towards each child realising their full potential. Within the boarding provision their goal is to provide the children with personal organisational skills, along with a growing sense of independence. Children from the school are prepared for the move to their next school whether this be mainstream or another specialist school

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The relationship between the boarders and staff is very good. Boarders were very complimentary about all staff within the school. The school provides a caring nurturing atmosphere for the boarders. Boarders are very involved in the day-to-day running of school life and decisions made about this. The boarders are also a part of the preparations for their care plans at the school and their future.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There are some areas of the school's recording systems that need work. The staff files need to contain all the information required under standard 27.2 and the school recruitment procedures need to be improved. An audit of the fire doors at the school needs to be carried out and those doors at present labelled fire doors must not be propped open. Risk assessments need to be reviewed and contain information on action to be taken to minimise risks and who will take responsibility for these actions.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The atmosphere within the school is very caring and nurturing. All boarders spoken to were very happy at the school. A real strength of the school is the relationships between the staff and the boarders. In discussions with staff the well being of the boarders is at the heart of all their work. The school is extremely good at consulting and involving the boarders in the day to day life of the school.

The school had lost both sets of its house parents since the last inspection. This led to the Head and his wife covering the house parents' duties. This situation did not affect the care the boarders received. The staff at Appleford should be commended for the way they have dealt with this difficult situation. The new house parents were in post at the time of this inspection and have established themselves quickly within the school

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION
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Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions 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	
2	4	The school's complaints procedure needs to contain time scales for responding to complaints.	31/12/04
3	4	The record of complaints needs to be laid out as stated in Standard 4.3.	31/10/04
4	5	The school "listening ear" needs to be provided with update information on the school child protection procedures.	30/09/04
5	10, 32	The school needs to record sanctions as outlined in standard 10.9.	31/10/04
6	10, 32	The school needs to record restraints as outlined in standard 10.6.	31/10/04
7	10	One member of the house parents should be trained as a restraint trainer.	31/01/05
8	10	All staff need to have signed the school policies on control, discipline and restraint as required in standard 10.9.	31/10/04
9	14	Non prescribed ('over the counter') medicines, which are provided by the parents, must be accompanied by written instructions as to the dose, frequency and length of treatment.	30/09/04
10	14	Homely remedies administered at the discretion of the care staff must not be used for longer than 48 hours without seeking medical attention.	30/09/04

11	17	The school to develop care plans as detailed in standard 17.5.	30/09/04
12	18	The school to develop a system for recording the children's daily life at the school.	30/09/04
13	19	Staff files must contain all the information required under standard 19.2.	30/09/04
14	25	The school needs to improve the privacy in one of the boys' bathrooms.	30/09/04
15	25	The school needs to ensure that all bathrooms are fitted with the appropriate locks.	30/09/04
16	26, 32	Risk assessment needs to incorporate action to be taken to minimise risk and also identify who would be responsible for this action.	30/09/04
17	26	Fire doors must not be propped open.	30/06/04
18	26	The school needs to carry out an audit of its fire doors with the local fire officer and label them appropriately.	30/09/04
19	26	All first floor windows and French doors must be fitted with window restrictors.	30/09/04
20	26	The two doors accessing the roof space in Elston must be kept locked.	30/06/04
21	27	The school's recruitment procedures need to meet all the points stated in standard 27.2.	30/09/04
22	27	Hard copies of staff references must be obtained.	30/09/04
23	29, 30, 31	The school needs to implement a formal supervision system.	30/09/04
24	33	Monitoring visits needs to be unannounced.	30/09/04

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	1	The school to change the name of the National Care Standards Commission to the Commission for Social Care Inspection when reprinting/revising their literature and policies.
2	1	The school information should contain information on the CSCI inspection as mentioned in the school newsletter.
3	8	Absences without authority need to be recorded separately and not on the incident sheets.
4	18	Records of accidents, pocket money, illnesses, medication and sanctions should be copied on to individual children's files prior to these being archived.
5	23	The school to look at providing a larger common room for the girls.
6	24	The school should replace the worn stair carpet in Elston.
7	24	The school to consider adding the purchase of lockable tuck boxes to the school's uniform and equipment requirement list for parents
8	24	The school should replace the thin curtains in one of the girls' dorms in Shrewton.
9	26	All electricity fuse boxes should be kept locked.
10	29	All staff should have individual training records.

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	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
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	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	10/05/04
Time of Inspection	09:00
Duration Of Inspection (hrs.)	56.5
Number of Inspector Days spent on site	6.5

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 CSCI 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
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The school's literature covers all points raised under this standard. This includes the school prospectus and the terms and conditions of the school. It is presented in a user-friendly format and is clear and concise. The school has a booklet for children, which provided them with a guide to boarding at the school. Boarders said that they found this leaflet very useful. It is colourful, eye catching and informative. There is also an A-Z of boarding leaflet for parents. This addresses the questions the school has found parents raise about the boarding experience.

When reprinting the school literature it needs to change the title of the National Care Standards Commission to the Commission for Social Care Inspection (CSCI). The inspectors would suggest that in the school information the school add information on the CSCI inspection as mentioned in the school newsletter.

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?	4
<p>The ethos of the school is that of empowering boarders, raising their self-esteem and enabling them to make choices. The school has a school council; this can suggest changes within the school. Boarders are involved in the care plans and appeared to have real ownership of the goals set for them. In interviews with boarders they said they felt they were listened to and action was taken. Staff supported this view.</p> <p>The school carries out a satisfaction survey with boarders and parents every two years. There are house meetings daily where boarders are able to express their views. Boarders felt that these meeting were effective.</p> <p>Parents views are requested in the following ways:</p> <ol style="list-style-type: none"> 1) Every two years a questionnaire is sent out to all parents. 2) Parents' contribution forms accompany school reports twice a year and Annual Review documents for some pupils. 3) At Parent's Day during the spring term parents are invited to respond to specific questions. <p>Boarders attend the local church.</p>		

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?****3**

Boarder's files are kept in filing cabinets held in the headmaster's office. Medical and health records are held separately in the Sanatorium. If boarders wished to have access to their files this would be arranged by the house parents. Boarders have access to telephones and facilities are provided in each boarding house. They are encouraged to maintain contact with their parents and families by phone, each pupil has a fixed time, and by post. All children have access to the red phone box and can make calls without permission during free time. Mobile phones are not permitted within the school. The school does have Internet access that has the appropriate safeguards. Boarders write to their families every Sunday. Staff supervision of the boarders is dealt with sensitively and with regard to the boarders' privacy. The boarders said that they felt their privacy was respected. There is ample space for boarders to meet with visitors in private.

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's new complaint procedures meet this standard. Although the complaint records seen did not contain any complaints for the past year this record of complaint needs to be laid out as stated in Standard 4.3 for future complaints. In discussion with boarders they were clear about whom they could speak to if they have a complaint. This would be the houseparent, tutor or headmaster. However information received from parents said that they felt that any concerns or complaints were dealt with quickly and effectively. The school has an open door policy. Friday afternoon when parents collect the boarders is a time used by staff to meet with the parents. The school also has parents' days and sends out satisfaction surveys every two years.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

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 has a clear child protection policy and has developed the guidelines for staff in the staff handbook. The school has made links with the local Area Child Protection Committee. Staff at the school are receiving training on child protection and this is on a rolling update-training programme. Staff interviewed were clear on the procedures they need to follow if there are concerns. Prefects were also clear about what they would do if they had any cause for concern.

The inspectors interviewed the school "listening ear". They were unclear if they had the updated procedures and guidelines. The school needs to ensure that the listening ear is kept updated.

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

1

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?**

4

The school has a very positive and proactive approach to bullying. The notice boards in the library have pictures, which illustrate and highlight different types of bullying. The staff handbook contains good information on anti bullying practice and signs to look for when trying to identify bullying. In discussion with the boarders they were clear what they would do if they were the victim or saw bullying. Boarders said that bullying would not be tolerated by anyone within the school. They said there was occasional bullying but this was quickly addressed.

Percentage of pupils reporting never or hardly ever being bullied

53.9 %

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

The school has developed a proforma, which addresses the points raised in this standard. This has been a recent development. The school will be carrying out staff training on this issue

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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

1

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
The school has a policy and procedure for unauthorised absences. At the time of inspection these were being recorded on incident sheets. The inspectors suggested that these absences be recorded separately. Staff at the school stated they were very aware of the boarders' whereabouts. Staff when interviewed were clear about what they would do and whom they would need to contact if a boarder was felt to be missing. The actions as outlined by the staff cover the points required by this standard. The inspectors were told that unauthorised absences do not occur,		
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?	4
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The staff and boarders at the school have good relationships based and trust and respect. The school has recently employed two new sets of house parents but these are already well liked and respected by the boarders. Staff treat boarders with respect and as individuals. The school sees the house parent relationship with boarders as central to the work with the boarders. Both staff and boarders were clear about the physical boundaries within the school between staff accommodation and boarders. Boarders are encouraged to be involved in the day-to-day decision making of the school via the school council and the daily house meetings. There are also points during the day where the boarders within the houses are together and any concerns, views or ideas can be aired. The inspectors witnessed this happening. Staff do receive training on positive care and control of boarders as part of their induction. This is an ongoing issue that is discussed at staff meetings. Boarders said that they did not feel their house parents had favourites.

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?

2

The school has clear policies on sanctions, restraints and rewards for the boarders. The staff handbook contains good clear information on discipline and control. The school keeps the sanction/punishments used in the school setting separate from the care environment and vice versa.

The school needs to record sanctions as outlined in standard 10.9. This should include a monitoring system so that trends and areas of concern can be identified. Although the school does not use restraint it needs to develop a recording system for this as detailed in Standard 10.6. The inspectors suggested this separate record be kept at the back of the sanctions book. Instead of sending all staff on a restraint course the inspectors would suggest that one member of the house parents, who has received training in restraint, be trained as a trainer who could then train and provided refresher training for the rest of the staff team.

Serious sanctions and restraints should be recorded on the boarders' individual files. All staff appear to have read and understood the school's policy on control, discipline and restraint but they need to have signed these and a copy placed on individual staff files, Standard 10.19.

The school operates a minus and plus system. All the pupils are set individual targets. Information is provided for the parents and boarders in the information sent to them prior to boarding. This also includes information on expected behaviour and sanctions.

The school has agreed protocols with the police.

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?	4
<p>The school provides 'taster days' for new/prospective boarders so they can experience a full day at the school. There are also overnight stays offered for prospective boarders. The inspectors found evidence on the boarder's files to demonstrate that boarders and parents visited the school prior to admission. The documentation provided to parents and boarders is of a high standard.</p> <p>Boarders' files seen also demonstrated that reviews take place in the first term to monitor the progress of the boarders and the settling in process. The files contained assessments of education needs and placement plans. There were also the relevant contact details of boarder's families, ethnic background and religion.</p> <p>Contact between the school and parents is good. This was confirmed by the pre-inspection questionnaires sent to parents and the letters to parents seen on boarders' files</p> <p>Leaving the school is planned and boarders are supported by staff. In discussion with boarders they confirmed this. All were aware and said that they felt involved in the choice of school they were moving on to.</p>		

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

Care staff and teaching staff work closely together as the school works on the basis of a 24-hour curriculum. Care staff are aware of the individual boarders' educational needs and do support the boarders in their schooling. Staff said that there were good communication links with tutors and house parents.

Prep after school is supported by care staff and teachers. Although the school has its own library they also have links with the local library.

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?**

3

The school provides a wide range of activities for boarders. The boarders felt that prep time was sufficient and did not intrude on their free time and recreational activities. During the evening the boarders are able to access the school facilities. The school has its own mini bus. This is used at weekends to access events in the local community or trips out. Boarders confirmed that there are activities outside the school grounds especially at weekends. The school has an I.T suit with each boarder having their own access code. The school does have Internet access but there are appropriate safeguards. The boarders and the bursar confirmed this.

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 pharmacist inspector met with the staff members responsible for medication in the school. Each drug administered is recorded on a separate sheet. It was decided that one sheet per child with all the medication on would be more satisfactory. Parental consent for the administration of medication is obtained, but the required dosage is often difficult to determine. Prescribed medicines can only be administered in accordance with a doctor's instructions, which must be clearly stated. Non prescribed ('over the counter') medicines, which are provided by the parents, must be accompanied by written instructions as to the dose, frequency and length of treatment. Homely remedies administered at the discretion of the care staff must not be used for longer than 48 hours without seeking medical attention. The medication is stored safely and staff are keen to improve the systems they use to take account of the increasing amounts of medication they are required to deal with.

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 observed meal times were well organised and pleasant. The school operates two sittings at lunchtime. Breakfast and supper for boarders are single sittings. Although this system works well, additional dining space would be beneficial. There are plans for a new dining room to be built. The chef has information on boarders' special diets, allergies, intolerances, likes and dislikes. This information is kept up to date via the houseparents' contact with parents. If a boarder has food intolerances, allergies or a special diet the school would ask the parent to provide a letter from their doctor to confirm this. The school provides boarders with a varied and nutritious diet. There is a choice of main course and snacks and drinks are available throughout the day. There is no provision for boarders to be able to make their own drinks and snacks. The chef informed inspectors that the menu is at present done on a weekly basis. The boarders are able to have input into this. The chef has developed a questionnaire for boarder's from which information will assist him in developing a four-week menu. The chef also sends out a 'tick' choice form for any boarder who may require a packed lunch. The inspectors were told by both boarders and staff that at weekends the chef tries to do something special. This could be a picnic or barbeque. There is good communication between the care staff and the kitchen staff. All fridge and freezer temperatures were taken twice a day and recorded. All food stored in the fridges and freezers was date marked and samples of meals were kept for three days. Staff in the kitchens have undergone the relevant training in food hygiene and handling. Drinking water is available in all boarding houses and throughout the school. Boarders interviewed were very complimentary about the food. There are no outstanding requirements from Environmental Health.

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?**

3

Boarders bring their own clothing to wear outside school hours. Toiletries are brought from boarders' homes but the school does have a supply if boarders run out. Boarders do have pocket money from which their tuck shop account is paid on credit. Full boarders have access to money at weekends for excursions, sweets, post cards etc. A record of these accounts is kept by the house parents.

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?	3
<p>The school does not currently produce individual care plans in line with standard 17.5; it does however hold the information listed in 17.5 across a number of different records that it maintains. These records are updated every term. Inspectors recommended that this information be pulled together to form care plans and will provide a care plan proforma that has been developed by another residential special school. The Head said that he felt that the care plan format suggested by the inspectors could be used for those young people in their last year at Appleford. The head felt that the formats currently used set targets which are achievable for the young people and lead to them developing their sense of responsibility within the houses and the school as a whole.</p> <p>The school holds an annual review for each pupil who is Statemented. This includes a review of the child's welfare and boarding experience. Staff, the young person and their parents are all encouraged to contribute to this review. In the interviews with boarders they said they were aware and involved in their plans and the goals set. Information from this plan is fed into the boarders' reviews. The system works well and evidence demonstrated boarders' ownership of their plans. The care plans covered all the points required in this standard. The plan for each boarder is placed on their wardrobes so that these goals remain 'alive' for the boarders on a daily basis. The boarders thought this was a good idea and were keen to show what they had achieved and what they were working on. The boarders were involved in drawing up these goals.</p> <p>Each boarder has an allotted time slot for their weekly phone call home. If a boarder needs to contact their family more frequently this is arranged.</p>		

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 has an individual case record. Files sampled contained a personal information questionnaire that provides basic social and medical information, an acceptance form that includes basic parental consents and educational assessments and reports.

The school has a personal information questionnaire that is filled out by the boarders and their parents. This is kept on the boarders' files. This form has details on the boarders' religion, ethnicity and family contact numbers. Unauthorised absences are recorded on a separate form. Separate records are made of accidents pocket money, illnesses, medication and sanctions inspectors recommended that these are copied on to individual children's files prior to these being archived.

All contact details and basis information is available to all staff and a copy of this information is kept in the staff room. The bursar holds basic information on the funding authorities.

Details of this are also contained within the special education statement.

The children's files do not provide a daily chronology of their experiences at the school, currently no running log is maintained by the house parents. Inspectors recommended that the Head of Care should consider how to develop a system to record daily events.

The tuck shop works on a credit system. The pay phones allow phone cards to be used.

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

The school maintains accurate records for each boarder in files held securely in the headmaster's office. Staff files do not contain all the information as required under Standard 19.2. The school's register of staff needs to include the four new house parents.

The bursar holds completed accident logs. These records indicate no significant occurrences or causes for concern. Menus were well balanced and provided a range of choice for boarders. The school retains the menus for at least a year. They included comments on how the meals were received by the boarders and boarder's suggestions. Duty rosters are clear and identify time when staff are on duty day and night. There are separate rotas for teaching and care staff. The school secretary holds a diary of daily events at the school. This information is transferred to a board in the staff room on a daily basis.

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?**

4

The boarders' files contained all the information required for this standard. Boarders are able to have access to their files upon request. They are aware of this but did not appear very keen to take up this option as they felt they knew much of what was on their files. The school retains the boarders' files for the required amount of time. The school secretary is a focal point for communication within the school and with boarders' families. Parents who responded to the Commission's questionnaires said that they felt very involved in their children's school life. They felt that the headmaster and house parents went out of their way to include them.

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 area was not applicable as children leave the school to attend other schools.

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

Boarders are aware of who they could contact to discuss concerns. The phone points also have details of independent listeners, NCSC (CSCI) and Childline. Although boarders were aware of the role of the independent listener they said they would rather speak to a member of staff or their families.

Boarders have a range of activity groups though once chosen boarders have to continue with the group for the term.

A speech and language therapist and occupational therapist are available in school. Help is available for those who after initial assessment are deemed to require it either individually or within a small group situation. All pupils receive Personal Health and Social Education and this is mirrored in their individual plans.

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?	3
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Overall the school buildings are adequate for the purpose. The main older part of the school was adapted from a private house but does provide adequate space for the boarders. The other boarding house is purpose built. The boarders interviewed were very happy with their accommodation with the exception of the small common room in the girl house.

The school does not have any pupils that use specialist aids or require adaptations to the building. There are no lifts in the boarding houses. The school sports hall does not have purpose built changing facilities for girls, although there are two changing rooms. The girls interviewed were happy with the present arrangement where boarders changed in their boarding houses and day girls used their common room.

The security of the building is managed by visitor passes being issued and visitors sign in and out. There is no Close Circuit TV. The mixed boarding house does have restricted areas according to gender. There are no outstanding requirements from the agencies listed in standard 23.3

Boarders attend the local church, scouts and use the local shops at weekends. The school has good links with the community.

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?**

3

The fabric and furnishings at the school are of an appropriate standard and this is maintained to a good standard. There are some areas of carpets which need to be replaced on the stairs in Elston. The school grounds and playing areas were seen to be safe and very well maintained. The boarders commented that these areas were well used by the school. Boarding accommodation is for the exclusive use of the boarders. Day pupils have their own common room, which has only been open four months. Pupils felt that this was a much needed and welcomed improvement.

Boarders are able to personalise their rooms. They bring their own quilt covers, toys etc.

Boarding houses did have suitable beds and bedding. Boarders were able to have tuck boxes, which could be locked. Boarding houses were separated by age and gender.

Bedrooms were spacious and not overcrowded. However some of the boys did not like the metal beds There are plans to replace these in the school refurbishment plans. The girls in one of the bedrooms in Shrewton felt their curtains were too thin. The girls also felt that their common room was too small, the inspectors support this view. There are phone facilities in each boarding house, the one in Elston is not very private but a timetable of calls from home is posted in each house and read out by the telephone monitor. This is flexible. Mobile phones are not allowed in the school. There is also a pay phone in the schoolyard. Boarders were happy with the laundry arrangements at the school and were aware of the routine for changing bedding and clothing. Heating and lighting is adequate though there were no radiators in one dorm. The headmaster informed the inspectors that the room was sufficiently heated. Boarders were aware of who and how to contact staff during the evening. They also informed inspectors of what the procedures were and how to contact staff if there was a crisis, such as a fire, at night. Boarders said they had regular fire drills.

The changing facilities in the sports hall are for boys only, although there are two changing rooms, which could be used for this purpose. The girls change in their dorms. There is toilet provision in the sports hall changing area for boys

The school has a maintenance programme spanning the next 4 years. There is a system in place for the reporting of any repairs needed

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?**

2

There are sufficient bathrooms and toilets to meet this standard. However the use of the shower in one dorm is shared by four boys. The result is that two boys have to go into the room of the other two boys to wash and shower. The current boys have no problem with this practice. The bathrooms, toilets and showers in the boarding houses do afford the boarders privacy, however there is one bathroom, which contains two showers, which overlook the bath. The boys also said that they do not like the glass shower door as they said people could look in. There are several bathrooms/toilets that do not have the appropriate locks on. There are separate bath, toilet and shower facilities for staff.

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 bursar has the overall responsibility for health and safety. Health and safety audits are carried out regularly, and health and safety meetings are held termly. Risk assessments are undertaken by staff responsible for the activity and approved by the bursar. These should incorporate action to be taken to minimise risk and also identify who would be responsible for this action.

There are no outstanding health and safety requirements.

The inspectors did note that some of the fire doors were ill fitting and missing their smoke seals. The marked fire door in Grenadier was partially blocked by a child's bed. A number of wedges were being used to prop open designated fire doors, this must not happen. A number of fire doors did not have closures. The inspectors noted that the majority of the doors at the school are marked "fire door". They would suggest that the school contact the fire brigade and have an audit of their fire doors carried out as the inspectors question the labelling of some of these doors.

Window restrictors need to be fitted to all first floor windows and also to the French doors in Wellington dorm.

The electricity fuse box should be kept locked, as should the two doors accessing the roof space in Elston.

The staircase in Elston is steep and would benefit from a second hand rail.

In some of the outlying classrooms the teachers have phone links to the main school. This is due to their isolated position and is used if there are any intruders. This is to protect the pupils and staff rather than the staff being under threat from pupils.

Some of the staff have dogs, which the children walk. There are clear protocols in place for this and there is no expectation that boarders are involved in the care of the dogs.

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
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The school's recruitment procedures do not currently fulfil the expectations of standard 27.2. The initial reference request sent out by the school does not ask referees to state any known reason why the person should not be employed to work with children. The school does not currently contact referees to verify the reference and does not contact, where possible, every previous employer involving work with children. On one file only one reference was found, this was not from the previous employer and was for an application made by a couple seeking appointment as house parents. On one file only e-mailed references were found, inspectors recommended that additional hard-copies should be requested and these references appropriately verified. One set of House Parents started work one month prior to required CRB clearance. The school does not maintain a copy of employee qualifications on file.

No adults live on school premises who are not employed by the school.

The school does not currently employ 'gap' students.

No agency staff are currently employed by the school.

Total number of care staff:	14	Number of care staff who left in last 12 months:	4
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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?**

4

Boarders confirmed that they are able to access staff at all times of the day and night. In discussion with staff their comments regarding support for each other was evidenced in the inspection. Care staff are on duty in each house and arrangements are in place to cover the whole day. The school does not employ any agency, bank staff or 'gap' students. There is good continuity of care, which is an asset for these boarders' particular needs. Supervision and awareness of children is good. The houses of mixed gender have a good balance of boys to girls.

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 school does have a staff induction programme. There is a great deal of informal support for staff and staff meetings are held on a regular basis and minuted. However there appears to be no formal individual supervision. The Head has recently developed an appraisal format, which will incorporate a personal development, plan for staff. There was limited evidence of staff having attended courses but there was no individual training record for staff. Individual training records for academic staff are kept by the Headmaster. The school is looking at staff undertaking National Vocation Qualification (NVQ) training but is having difficulty in accessing this training. The staff were clear about the line of accountability within the school

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

The Head has recently introduced an appraisal system for all staff. Examples of consultation documents and proformas were seen, in the inspectors view these form the basis of an appropriate appraisal system meeting the expectations of the standards. These incorporate a clear personal development plan. Staff do not currently receive formal supervision. Inspectors recommend that a system be developed to ensure that care staff receive the recommended minimum of one and a half hours supervision each half term. The Head master told inspectors that the head of care would conduct carer supervisions and appraisals and the Head would conduct the head of care and houseparents' appraisals. Staff are provided with a staff handbook, which includes policy and procedure guidance. Some of this remains in draft form. Clear lines of accountability exist, with all staff reporting that they felt able to approach the

head or a director of the school as necessary.

Appropriate job descriptions were found on staff files.

Staff have the opportunity to meet together to discuss the operation of the school and quality of care provided. Clear evidence was found of care and teaching staff meeting regularly and systems had been developed to ensure that information is shared. This system helped to ensure continuity of care for young people.

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?

2

The rotas take into consideration all points within this standard with the exception of individual staff supervision. The school is looking at staff undertaking NVQ training but is having difficulty in accessing this training. This will affect the school ability to have the required 80% of staff trained by 2005 at level 3 NVQ.

The school provided a good standard of information about the school to parents. They also use the Friday afternoon collection time to make contact with parents.

All boarders get the opportunity to be dorm captain this can lead to house prefect, school prefect, head boy or girl. The system gradually builds up to test the boarder's sense of responsibility and how they cope with this. School prefects are announced at Speech Day so that the pupils know before they start back in September who the prefects will be. They receive induction into their roles and are provided with clear information on their roles and responsibilities. All boarders are included in the daily routines of the school.

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

0 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection 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

Regarding monitoring arrangements the school has excellent off site risk assessments. School risk assessments are reviewed annually but this needs to be done termly. Risk assessments also need to contain information on action to be taken to minimise the risk and who will be responsible for these actions.

The school has all the appropriate procedures/records in place with the exception of the Their recording of sanctions and restraints needs to be developed to include all points mentioned in 10.6 and 10.9.

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?**

3

Monitoring visits are taking place and written report produced in line with this Standard. At the time of inspection these visits are usually announced, they need to be unannounced.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary content.

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 10, 11, 12 & 21 May 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

It is pleasing to note the general positive and constructive nature of the report. Where recommended actions or advisory recommendations have been tabled, it would appear that scale 2 has been given, even if the majority of the standard has been met or exceeded as indicated by the narrative.

In looking at the recommended actions from the last inspection (2), the phone box in Shrewton has been constructed. No mention was made of Elston last year. The recording system for sanctions and restraint 10.6 and 10.9 should, I believe, be 10.19 and these will be in place from 01.09.04. With the arrival of a new Head of Care, a Supervision, Appraisal & Staff Development Programme will also be put in place for the start of the new academic year.

Of major concern is the question of training in NVQ3 Care for Children & Younger People. The issue was raised with the Lead Inspector on both visits (2003/2004) and on a number of occasions subsequently. There appears to be serious problem with finding providers and assessors in general and in the West Country in particular. It would be useful to have some guidance as to a possible way forward before the 2005 deadline.

On the specific accuracy of this report I would make the following points:

Standard 3: All children have access to the red phone box and can make calls without permission during free time.

Standard 4:3 Complaints Procedure: Our policy does contain response times. As there have been no complaints I am not sure what records of complaints were observed.

Standard 8 I presume this refers to pupils removing themselves from the school grounds rather than 'unauthorised absences' in its use within normal registration.

Standard 16 The boarders do have pocket money from which their tuck shop account is paid on credit. Full boarders have access to money at weekends for excursions, sweets, postcards, etc.

Standard 17 Each child does have a Care Plan with targets. These are updated every term. The proforma supplied by the Lead Inspector could be used as an addition, particularly as the pupils prepare to leave, but not as replacement. Indeed, the Care Plans are praised elsewhere in the narrative. Annual Reviews are only held for Statemented children, and parents and Local Authorities are invited to attend. Again, phone calls in are arranged, but there is always the facility to phone out.

Standard 18 All files do have photographs either on the cover or on the enclosed information sheet.

There are new House daily logs in place for the start of next term in both Elston and Shrewton.

Standard 24 Storage for excess clothing in dormitories is unnecessary as the linen rooms act as a store and the dormitories only need the kit in use or required for the following day. Lockable tuck boxes have been tried in the past but, as with some school bags, the nature of the child means that keys are lost or combinations are forgotten and problems can arise.

Standard 29 Training – see previous comments.

Standard 30 Head of Care to conduct Carer supervision and appraisals. Head to conduct Head of Care's and Houseparents' appraisals.

Standard 33 Monitoring to be carried out unannounced.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

Head's comments are available on file at the Area Office. The inspector believes the report to be factually accurate

YES

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 21 July 2004, 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

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

ANNOUNCED INSPECTION – APPLEFORD SCHOOL – 10, 11, 12, & 21 MAY 2004

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.

Commission for Social Care Inspection

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