



Making Social Care
Better for People

inspection report

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

Broomhill Bank School

Broomhill Road

Rusthall

Tunbridge Wells

Kent

TN3 0TB

20th January 2005

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

Broomhill Bank School

Address

Broomhill Road, Rustall, Tunbridge Wells, Kent, TN3 0TB

Tel No:

01892 510440

Fax No:**Email Address:**headteacher@broomhill-
bank.kent.sch.uk**Name of Governing body, Person or Authority responsible for the school**

Mr Phil Barnett

Name of Head

Ms Sarah Clark

CSCI Classification

Residential Special School

Type of schoolResidential Special
School**Date of last boarding welfare inspection:**

22/01/04

Date of Inspection Visit		20th January 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Sophie Wood	108854
Name of CSCI Inspector	2	Gary Bartlett	078244
Name of CSCI Inspector	3		
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		Ms Sarah Clark	

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 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 Broomhill Bank 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

Broomhill Bank School is maintained by Kent County Council and was established in 1948 as a single sex Moderate Learning Difficulty (MLD) Special Needs School with boarding. The school accepts girls aged between 8 and 19 years and has a dedicated 16+ unit to assist pupils into young adulthood. The school has a strong ethos that brings together both teaching and care staff while implementing a “concept of total education and care” that extends to a 24 hour curriculum concept which enables pupils to maximise their opportunities through both the educational opportunities and onto independence. At the time of the inspection there were 79 pupils on the school roll, of which 33 were boarders.

The school has excellent relationships with parents and works together very much “in partnership” through regular contact, consultation and communication. All referrals are formalised by Kent Education Department’s advisory panels.

Accommodation for pupils is arranged over three units; Amazon, FERU and Beehive. The school is located in extensive grounds that provide excellent facilities for sports and gardening / environmental activities.

The ongoing ‘Review’ of Special School provision within Kent is having a major impact upon the school; in that the boarding element is due to eventually cease. Given the findings of both the previous, and this years’ inspection, which, once again found improvements upon the very good standards of last year, the inspectors were very disappointed to hear that this proposal continues.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides a comprehensive, individually tailored package of care to pupils, which recognises the unique needs of the individual. A 24 - hour curriculum offers safe opportunities in which to develop independence skills, both 'socially' and 'practically'. Every member of staff, including teachers, care and ancillary receive appropriate training, supervision and guidance, which places the welfare of the children as paramount. Parents are treated as a valued resource and are actively encouraged to visit and participate in the life of the school. Whilst risk assessment processes ensure continued 'safety', pupils are supported to take calculated risks in order to give them the opportunities to learn from mistakes, in line with the principles of 'ordinary living'.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Given the impending move towards the removal of boarding provision, the inspector accepts that all areas regarding maintenance and refurbishment will be carefully considered. However, some difficulties pertaining to the heating and hot water systems within the boarding areas remain and this is not acceptable for those who are currently living there.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the third announced inspection to be conducted under the auspices of the Care Standards Act 2000 and it was very positive to note that the excellent standard of care, observed last year, have continued. Indeed, further work from the staff team has again resulted in every standard being met, with a number of these 'exceeding' the performance indicators.

A long serving, stable team continue to communicate extremely well with each other and outside agencies to ensure that individuals receive a consistent approach, aimed at preparing them for adulthood.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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	
1	RS26	It is recommended that the findings of risk assessments undertaken result in the provision of radiator covering throughout the residential accommodation.	Action Plan to be received by CSCI by 10/03/05.
2	RS25	It is recommended that the complaints received regarding 'heating' and 'hot water pressure' be investigated, with appropriate remedial action instigated.	Action Plan to be received by CSCI by 10/03/05.

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	RS14	It is recommended that the school records in detail, the homely remedies it proposes to use and obtains parental consent prior to administration.
2	RS16	It is recommended that the current financial transaction records pertaining to pupils' pocket money be reviewed.

3	RS19	It is recommended that the contents of pupils' files be reviewed, in order that any information pertaining to other pupils is protected.

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	YES
• 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)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	20/01/05
Time of Inspection	09.30
Duration Of Inspection (hrs.)	34
Number of Inspector Days spent on site	2

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	<input type="text" value="0"/>
GIRLS	<input type="text" value="33"/>
TOTAL	<input type="text" value="33"/>

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
---------------------------	---------------	---

The Statement of Purpose describes the ethos and philosophy of the school. It is a form that can be understood by placing social workers, staff and parents. The Statement is reviewed annually and approved by Governors and Sub -Committees.

A summary of the statement is included in the Welcome Book designed for pupils. Information packs regarding the school and boarding provision are put together with the help of students. Each unit has a dedicated pack that includes maps, rules, information on key workers and staff in the school.

In addition to the written documentation provided for pupils, every questionnaire received confirmed that the Head Teacher and residential staff continue to verbally explain and reinforce this information, to ensure the girls have a sound understanding.

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
---------------------------	---------------	---

The very positive findings of last year were again reinforced through this inspection. Pupils are encouraged to make decisions about their lives and influence the way the school is run through a variety of avenues. Pupils confirmed that they are encouraged to express their own opinions at Review and Planning Meetings, Student Council, Key working and Career interviews. One of the inspectors met with School Council representatives who clearly explained the role and function of this forum. Whilst they appreciated the support received from staff members, in running this group, they genuinely felt that they 'owned' the agenda items discussed and took seriously their responsibilities to their peers. Suggestion boxes are placed around the school. Written documentation evidenced that pupils are actively involved in staff recruitment. Pupils receive training in 'Empowerment' and the Speech and Language Therapist offers training to staff on communication. Student Council Training includes staff and children.

Written procedural guidance pertaining to this Standard includes the school's 'Child Care' policy, written guidance on children attending review meetings and the school's 'Charter of Rights of Young People Living Away From Home'.

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

The school's procedural guidelines to staff on privacy and confidentiality forms the basis of the how privacy is respected and confidentiality is handled. Such documents include guidance on knocking on bedroom doors and giving young people the choice of carer to assist with intimate personal care needs. Young people spoken to at the time of the inspection stated that their wish for privacy was respected and written questionnaires supported that bedrooms and bathrooms afford sufficient privacy. Records are stored securely, however, it was noted that some of the pupil files inspected held information about other pupils and this was discussed at the feedback meeting. The majority of young people have their own mobiles to make phone calls in private and there is also a phone box available for their use. Incoming calls to units are located in a private area. Mail is delivered promptly to units each morning and all individuals have lockable facilities within their bedrooms.

A policy pertaining to the searching of a pupils' possessions / room is in place and staff interviewed demonstrated a sound understanding of this.

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?**

4

The pupils' complaints procedure is concise, informative and presented in a format to be easily understood by those it is intended for. All pupils interviewed stated that they knew how to make a complaint and would feel confident in using this process. They were fully aware of the complaints procedure and most would talk to either the Head Teacher or members of staff. It was particularly pleasing to note that a number of pupils stated that if they still weren't satisfied, they knew that they could refer to the Governors and the inspectors from the Commission.

Sound recording mechanisms were in place and it was evident that the majority of issues raised by pupils are quickly dealt with at the informal stage, often negating full use of the procedure. It was positive to note that even such 'smaller' issues are still recorded on pupils' files and all staff had received training on how to deal with complaints effectively.

The school is commended for its work and the continued use of external speakers for the girls demonstrates the importance the school places upon this area.

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?

4

The school follows the 'Kent County Council' model for dealing with matters of child protection. There are three designated Child Protection Coordinators within the school, all of whom were seen throughout the course of the inspection.

The mechanisms in place for staff to pass on concerns to these individuals were excellent and the system used ensures that information reaches the DCPC's rapidly. The mechanism used is clearly explained to every member of staff upon joining the school and this was further evidenced through speaking with the 'newest recruit' who had been in post for two weeks.

All staff training in this area was found to be 'up to date'.

In particular, it was very positive to ascertain that domestic, ancillary and administrative staff all possessed a sound understanding as to how and when they should communicate any concerns about pupils, no matter how 'minor' these may at first appear.

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?**

3

The school had a clear anti-bullying policy, which was known and understood by the pupils spoken with. Most positively, those individuals interviewed conveyed to the inspectors that staff do not accept bullying and deal with reported instances swiftly.

Staff members remain extremely sensitive as to the 'subtle' forms that can occur and most importantly, they know pupils well and therefore understand how each individual child may perceive that she is being bullied.

All members of the care team have received appropriate training relating to the policy and the pupils have been central to its implementation.

The figure below was calculated from 27 returned pupil questionnaires and it is important to note that, whilst the lead inspector conducted the completion of the questionnaires, a high proportion of those students verbally informed the inspector that they had been in receipt of one or two 'horrible comments' from their peers whilst at the school, yet they responded 'on paper' as 'sometimes' or 'often' being bullied. Therefore, it is vital that the figure below is read within this context.

Percentage of pupils reporting never or hardly ever being bullied

51 %

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 adopted a clear reporting procedure with regards the notification of 'significant events', both to the Commission and all other relevant agencies.

Clear links exist with Placing Authorities and the Local Authority and a 'current situation' involving a clear working partnership with the local Social Services Department and the Police was demonstrated throughout the course of the inspection.

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

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 has a comprehensive procedure for pupils absent without authority. Evidence was seen to demonstrate that all absences are queried and followed up after morning registration and a clear system remains in place in order for the Educational Welfare Officer to be contacted.</p> <p>As was found at the previous inspection, there have again been no such absences reported over the course of the last year.</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?	4
<p>Further to the findings of last year's visit, the care team continues to set and maintain safe and consistent boundaries for the children in relation to unacceptable behaviour, with greater emphasis being placed upon rewarding the positives. Expectations of behaviour are clearly understood by staff and children and this was demonstrated through discussion with both groups. Training in positive care and control continues to be provided and communication between pupils and staff was observed to be positive and appropriate.</p> <p>Pupils are encouraged and praised for their good behaviour through the use of a behaviour management system, which was thoroughly and accurately described by the pupils interviewed. It was also demonstrated through the receipt of parent questionnaires that parents are in agreement with this system and work in partnership with the school regarding its implementation.</p>		

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?	4
<p>The Behaviour Management System used is divided into three areas; lower school, 16+ and residential. Staff members make judgements on what is "better than" or "worse than" usual behaviour for that pupil. Rewards include "5* Activities" and this system was praised by pupils. Sanctions are used when necessary and include extra work or jobs in the school and withdrawal of privileges. The methods are approved following staff consultation and developed further at annual reviews, staff meetings management committee and student council meetings. There is a clear approved policy on physical intervention that is line with Kent County Councils (KCC) policy and approved training. Positive handling incidents are regularly monitored via a child protection system and include debriefing of pupils and staff. Through the perusal of written documentation, it was evident that one instance of 'physical intervention' had been used since the last inspection and this was appropriately recorded.</p>		

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>All of the pupils interviewed confirmed that they had been introduced to the school, staff and other pupils prior to placement, in a way that best suited their own individual needs. Received questionnaires also supported this statement. One individual had only been at the school for a matter of weeks prior to the inspection and she confirmed that teachers, care staff and the Head Teacher had all spent individual time with her, explaining rules and answering her questions. Written information regarding the school is detailed in the school's Welcome Books, and these details continue to be regularly revised and updated.</p> <p>The school makes clear efforts to obtain all necessary information about a child prior to admission and does not usually accept emergency placements. Parents and carers of prospective pupils are encouraged to visit informally and planned referrals are formalised by Kent Education Department's advisory panels. Pupils are asked to make a 'commitment' to the school prior to being offered a place.</p> <p>Where pupils are to leave the school on a planned date, they are prepared for leaving the school well in advance of departure and appropriate information and guidance is given to assist the transition. The Head Teacher confirmed that transitional arrangements for admissions and leaving are given a high profile and through the examination of pupil records the inspectors were presented with clear and detailed evidence to confirm that the school is committed to supporting a smooth and seamless transition upon both joining and moving on from the establishment.</p> <p>The evidence presented, in terms of review documentation, pupils' own involvement with their placement plans, career advice and liaison with all other associated external agencies was of such quality and demonstrative of the school's commitment, that a commendable score was awarded for this standard.</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

As was clearly demonstrated last year, care staff remain fully aware as to the educational needs of the pupils in their care and it is evident that children benefit from the excellent relationships between care staff and teaching staff. Communication is excellent and care staff are involved or informed on all matters relating to the educational needs of their key children. Routine daily 'handovers' between teaching and care staff ensure that pupils remain in receipt of an 'ongoing', consistent approach from the professionals involved in their daily lives.

Evidence was seen of the contribution by residential staff to annual reviews of the statement of special needs and in the implementation of the individual educational plans. In their inspection of September 2002, Ofsted praised the school for the increased GCSE results for residential students over the previous two years. Pupils have access to good library and computer facilities that are suitable for their needs and interests. The residential units provide facilities that are conducive to study and doing homework. Pupils are assisted by teaching and care staff in the preparation for independent living through the 24-hour curriculum and the dedicated 16+ unit.

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?**

4

Once again activities were mentioned a number of times during pupil discussions as a particularly positive aspect of the school. Individuals referred to activities as, "one of the best things about the school".

The school hosts a weekly after school Youth Club known as The Arches that provides young people with an opportunity to invite boarders from another local school, hold disco's, watch films and play games and this forum is particularly popular.

The walls of the school display pupils attending a variety of activities such as gardening, sports or visiting places of interest. Visits to the Kent Mountain Centre in North Wales as well as camping trips and local walks take place.

Informal activities are flexible and pupils confirmed that they can also simply rest and watch television after school. General discussion about activities takes place at house meetings and 'specifics' are raised formally at Student Council meetings. It was positive to note that a recent 'care employee' has been employed on a 'sessional basis' with regards after - school activities and her role is particularly popular among the girls. They were asked to provide ideas as to the type of activities they would like her to provide, with 'cookery' being the current favourite. The girls advised the inspectors that they are going to request 'make - overs' and 'beauty nights' next.

Supervised and unsupervised activities take into account the safety of children at all times and Risk Assessments are carried out in line with KCC standards.

Given the 'social' opportunities currently afforded through the extensive range of activities offered, the inspectors were very disappointed at the prospect of losing these, given the proposal to 'phase out' the boarding provision over the next few years.

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?****3**

All staff members continue to be trained in First Aid and records were seen to demonstrate this. Each child has a written health plan and written evidence was seen on files pertaining to parental consent for emergency procedures. The 'permission' for staff to administer first aid had been added, further to a recommendation made from last year's inspection.

The medical room was toured. It was clean and tidy and all records were securely stored.

The storage of medication was totally satisfactory and a fridge had also been purchased for cold storage.

Pharmacy Inspector, Mrs Jane Vaughan visited the school on 25/01/05 and recorded the following observations;

"There was a comprehensive medication policy. Record keeping and storage of medication was good. Prescribed medication was confirmed as current before administration, changes were documented. Children were actively encouraged to be involved in their own health. Children were supported to take control of their own medication when appropriate.

The school kept a range of non-prescribed medication for minor illness. Parents were able to state which remedies would be given, however there was insufficient detail. Administration was logged in each child's record. There was no central record to allow auditing to take place.

The school also kept medication that had been supplied for individual children from home. The inspector was concerned that the appropriateness of some medication was not confirmed prior to administration."

Therefore, this standard was found to be soundly met, with a recommendation that the use of particularly 'homely remedies' are made specific, and that parental consent is clearly recorded as being obtained prior to their use.

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?**

4

The outcome for pupils being provided with healthy, nutritious meals that meet their dietary needs continues to be commendable. Consultation with pupils and the catering manager is ongoing through a daily "Suggestion Box" and is followed up with a newsletter produced by the catering manager for the pupils. The menu is varied and offers a range of healthy and vegetarian options. The dining room and kitchen, which were refurbished last year, were clean, tidy and well – equipped. The catering manager has a long-term commitment following 20 years at the school; she has knowledge of the needs of individual pupils and plays a very important part in the day-to-day running of the school. It was unfortunate not to meet with her this year, however; her colleague, covering in her absence met with the inspector and gave a thorough explanation of the systems still in place. All special dietary requirements are communicated to the catering team, including allergies of pupils. Creativity is used to involve children in Theme Days, with the catering team putting on a show called "The Sandwich Rappers" recently, which the girls raved to the inspectors about.

Pupils commented on their appreciation of the catering staff and gave examples of novelty cakes being created for occasions such as birthdays and heart shaped toast on Valentines Day. They also talked about the recent changes to 'Tuck Shop', introduced by the Deputy Head of Care, whereby crisps and fizzy drinks have been replaced with nuts, fruits and juices. All of the girls have been asked to complete written feedback in an attempt to ensure their participation with this 'drive'.

All catering staff continue to receive regular, updated food hygiene training.

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

Pupils can wear their own clothing outside school time, can secure personal requisites and stationary while at school, and are helped to look after their own money. This was evidenced through discussions with children and staff and relevant documentation located in the boarding accommodation. The school stock cupboard was well prepared for emergencies. Staff stated that they regularly communicate with parents and carers to discuss the needs of individual pupils. All boarders have a lockable container. Money is held centrally and overseen by Team Leaders and access is monitored and recorded by care staff. A perusal of documentation pertaining to pupils' pocket money records resulted in a recommendation being made to ensure that amounts and balances are clearly recorded and 'tracked'. More positively, it was noted that pupils are required to sign against every withdrawal as part of their budget management training.

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?	4
---------------------------	---------------	---

As was found last year, all pupils had a Care Plan and returned questionnaires confirmed that all of the pupils understand their contents and agreed with them. On a daily basis, pupils are encouraged to make own entries within the daily recordings made by staff and those spoken with confirmed that they know how to access their own records. Four individual files were selected at random to be inspected and each contained a detailed history, copies of assessments, targets and a resume of individual needs. Written evidence demonstrated the input of Key workers and Teachers in the preparation for review meetings and Care Plans were seen to be amended following any recommendations made from this forum. Individual Educational Plans were held alongside in order that residential staff remain fully aware of these needs also.

All of the pupils spoken with were aware of their own Care Plans and confirmed that they are able to contribute to its contents and present their own opinions at Review meetings.

It was evident that Review meetings are very well planned and prepared for, with one member of the Teaching staff retaining a particular area of responsibility for this and she was again interviewed this year. A comprehensive file was presented which detailed when Reviews had occurred and when they were due. It was positive to note that the number of cancelled / postponed LAC reviews for 'Kent' children, observed last year, had improved. However, there remained instances whereby the school had not received required information, despite making numerous written requests on a number of occasions.

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?**

4

Pupil's individual case files contain all the relevant information as detailed in the standards. Additional information such as photograph albums, academic file and home/school contact books are located separately. Pupils are aware of the content of their files and use them as a daily working 'tool'.

Pupils spoken with at the time of the inspection confirmed that they are able to view their files and where necessary, are supported to read and have the contents explained to them.

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?**

3

Once again, sufficient written, documented evidence was found to demonstrate that current practice regarding the maintenance of records is complying with the standards.

Pupil records follow a set format and staff had received appropriate training and guidance in order that the required documents are accurately completed and remain up to date.

The inspector was impressed with the details found within staff files, particularly regarding the recruitment documentation.

With regards records pertaining to accidents, incidents and child protection concerns, a clear process as to how these records are shared amongst those who 'need to know' and make written contributions is followed.

It was noted that on a couple of occasions, written information pertaining to a number of children was held in one individual's file and a recommendation was made to review files and amend such examples, in the interests of 'data protection' and 'confidentiality'.

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?**

3

Children and staff confirmed that in accordance with their wishes, children are able and encouraged to maintain contact with parents and families whilst living at the school. The school consults regularly with children, parents and placing officers to discuss arrangements for contact and where 'legal restrictions' apply, these are made explicitly clear to all of the team, including administrative and ancillary staff.

There are no restrictions for children using telephones and there are comfortable areas where children can meet with visitors in private surroundings.

Parents spoken with confirmed that they feel comfortable and welcomed to visit their child whilst they are in school and the written responses received from parents also supported this statement.

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?**

4

The school again provided excellent evidence to demonstrate that care and teaching staff act as good advocates for students preparing to leave the school. They are aware of the need to consult with placing authorities and what contribution they should make to implementing any Pathway or other plan for the student prior to student leaving the school. Consultation takes place with parents, social workers, students and any important external agency involved in care planning. The daily life of the school provides opportunities for all students to develop skills and knowledge for their likely future living arrangements. At age 16, some students enter the Further Education Unit that helps 16-19 year olds to cope with life after leaving school. The course covers a balance of work, leisure and life skills that is covered within a 24-hour curriculum. Links with Further Education Colleges, work experience, Horticultural Studies, Community Awareness and Citizenship, Independence Life Skills training that involves Key workers in assisting in social living programmes is covered in the course content. Staff explained their involvement also includes career advice, 'leavers programme', record of achievement and celebration send off.

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?**

4

Support for students is excellent and the school has developed an ethos whereby students feel comfortable in approaching any member of staff with their welfare concerns, not only their designated Key worker. Where necessary, the school provides specialist professional services for example specialist teachers, advisors from Kent County Council, Speech and Language Therapist, (the school would like to be able to secure more of this particular provision), visits from a Physiotherapist as well as Learning Support Assistants for groups and 1:1 support. A visitor from the National Children's Homes provides additional external support for children who wish to express welfare issues and concerns and it was very positive to find that, during this third annual inspection visit, pupils were confidently telling the inspectors that they knew why they were visiting. Comments included, " You're here to make sure we are looked after properly", and "We can complain to you if we are not happy".

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
---------------------------	---------------	---

The school is located in the outskirts of Tunbridge Wells. Whilst it is isolated from public transport routes, the school provides transport for students that enable links with the local community and where risk assessments are in operation, older pupils are encouraged to use public means as far as is safely practicable. Security is maintained at all times with the use of door entry codes and the inspector was advised that the school is continually exploring ways in which to improve upon the security measures currently in place. Both the receptionist and the caretaker were observed as being vigilant about unknown visitors.

The grounds of the school are extensive and consist of a range of facilities for students that assist with their development and independence. Facilities include greenhouses and gardening plots, beehives, nature trail and outdoor classroom. The facilities have assisted the students in achieving a number of prestigious awards that have national recognition.

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 boarding accommodation is divided into four units, Amazon, Beehive and FERU. Facilities are decorated to a good standard, which creates a homely and pleasant atmosphere and it was positive to note that a number of settees and chairs have been replaced since last year's visit.

There is adequate storage space for clothes and personal belongings. Bedrooms are shared but no more than 4 sleep in the same bedroom. The sharing of rooms was not an issue for the younger age group, however, the comments received from older pupils last year has led to an increased provision of single rooms wherever practicable. A great deal of effort by staff has gone into the décor and it was evident that their efforts were both noted and appreciated by students.

A number of students made comments about toilet door locks 'sticking' and this was fed back to the caretaker.

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

Sufficient baths, showers and toilets were provided within the residential accommodation and these were clean, hygienic and warm.

It was positive to note that fewer comments relating to privacy difficulties were reported this year, save a couple of bathroom doors which can be opened from outside, despite being locked. This was passed on to the caretaker. It was also reported that the heating of both rooms and water is sometimes problematic and this was already known by the school and was viewed as an area it wishes to improve upon. The caretaker had risk assessed all hot water systems accessible to pupils and he is aware that 'water pressure' and heating is still sometimes problematic. The inspectors were advised of an impending meeting with 'KCC' buildings / maintenance departments, at which these issues are to be raised.

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?**

3

Robust risk assessments are carried out across the school. This includes premises and activities. Health & Safety checks are also carried out on premises where students attend for work experience. The Head Teacher reviews the effectiveness of action identified as a result of a risk assessment carried out. Fire Drills and equipment checks were seen to be carried out and written records of these were being appropriately maintained. Temperatures in fridges and freezers on the units were being recorded and the inspector noted that the fridge in the 16+ flat appeared to be running quite high. Risk assessments have been completed with regards the surface temperatures of radiators, and the need for 'covers' is to be presented at the meeting planned for next week.

The caretaker has been particularly industrious over recent weeks and a rolling programme of PAT testing was seen to be underway.

Accident records were sampled and it was evident that, from the examples selected, immediate remedial action had been taken to prevent further incidents occurring.

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?

4

Four staff files were again selected at random and these included both Care and Ancillary staff. A member of the Administration team, who retains a particular role with regards 'recruitment', was, again interviewed.

The written information held with regards the recruitment procedure was excellent, detailing the selection and interviewing process and the checks made. Clear records evidenced the questions asked and how the interviewee performed. A sound understanding was demonstrated with regards equal opportunities and the whole process was reiterated by staff spoken with about their experience of their own appointments.

Pupils confirmed their role of conducting interviews and written evidence was seen to support this practice.

Enhanced CRB's and a minimum of two satisfactory references have to be obtained before a member of staff, who will have access to pupils, can commence with their employment and the interview process is based upon the Warner recruitment model.

Total number of care staff:	11	Number of care staff who left in last 12 months:	1
------------------------------------	----	---	---

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?**

3

As was discussed last year, the boarding provision has now changed from fortnightly to weekly and this has resulted in pupils receiving improved staffing ratios for much of the time. Whilst this is of course, advantageous, it has meant the loss of valuable weekend activities, which the pupils who have been boarding for some time, do indeed miss.

An examination of duty rosters indicated that staffing levels continue to comply with DfES guidance and during 'thin times', the Head of Care or Deputy is also allocated as being 'spare' to provide additional staffing support, should this be required, for example, to witness the administration of medication.

Given the social and independence training that used to benefit from the weekend activities, the inspectors were disappointed that the improvements gained have meant the forfeit of such a beneficial element of the previous provision.

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?**

3

Staff benefit from a rolling programme of training that is authorised by Kent County Council. Training is viewed as being suitable to their role.

Newly appointed staff undertake a comprehensive induction programme that includes child protection, behaviour management and the needs of a child with special education needs and written evidence was seen to support that this programme is comprehensively covered.

One new member of staff, (in post for a fortnight), was interviewed and she confirmed that the support and guidance received thus far had been wholly appropriate to equip her to settle in and absorb the principles and practice aims of the school.

It was very positive to note the current plans pertaining to the training needs of ancillary staff, including their invitation to now join teachers and care staff with 'Whole School Training' topics, such as child protection.

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?**

4

It was very positive to note that this standard was continuing to maintain its 'scoring' at a commendable level. Clear supervision arrangements were being maintained, with the frequency often exceeding the performance indicators as outlined under standard 30.2.

An inspection of written records provided clear evidence as to the quality and content of supervision meetings and it was evident that 'appraisals' of performance are occurring annually.

Staff interviewed confirmed excellent ongoing access to the Head Teacher and Head of Care, who were observed to have a clear vision as to the standard of practice expected of the staff team.

External support is also available, for example, by way of accessing Support Line, should staff require counselling support themselves.

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?

4

The school is managed by the Head Teacher, who maintains a very close working relationship with the Head of Care and her Deputy. The stability of such posts and more importantly, the positive relationships in existence, were viewed to be extremely positive for the staff, who clearly benefit from being led by such a cohesive management team. In view of this, the team is commended for its efforts in continuing to provide residential care to the highest standards at a time when morale would be expected to be low.

The inspectors were very impressed at how ancillary staff are being included within whole school training days, in particular, child protection and those staff interviewed stated that they are treated as valuable colleagues by the teaching and boarding staff.

NVQ training continues to progress well and the Head of Care possesses a Diploma in Social Work qualification. Staff confirmed that access to training is very good and confirmed that 'one off' requests for specific courses may also be granted, if deemed to be beneficial for the pupils. Documented evidence in support of this statement was seen and the newest member of the care team, (in post for two weeks), is already working through induction training.

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

60 %

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?**

4

The school has designated a senior member to monitor records and written evidence demonstrated that detailed monitoring occurs, with any adverse findings resulting in appropriate action being taken.

It was positive to note that whilst the Head Teacher retains an overall responsibility for 'monitoring', key senior staff are given such responsibilities commensurate with their own areas of experience and expertise to ensure that records are completed and maintained to very high standards.

The Chair of Governors produces a written report once a year and minutes of Governors meetings were again made available for this inspection.

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?**

4

The Care Standards Officer (KCC) visits the school once every half term to conduct an unannounced inspection / audit. To date, the CSCI Office has received a copy of every report generated.

Additional copies of such reports are held at the school and the Head Teacher and Head of Care implement the findings / recommendations subsequently made.

Further to last year's inspection, the Care Standards Officer had reviewed the format that was being used and has now added sections whereby the Head of Care is required to provide written feedback and where necessary, an action plan, detailing how and by when, any such recommendations will be put into place. These are subsequently 'followed up' at the next visit. In addition, the Care Standards Officer continues to provide regular 'group supervision' for Heads of Care within the area and also coordinates child protection training / awareness.

The Care Standards Officer was again present at the feedback meeting, demonstrating her commitment to support the school and work in partnership with the Commission to continue improve residential school services for pupils.

Given that her actions clearly exceed the performance indicators attached to this standard, a commendable score was received from this inspection visit.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Lead Regulatory Inspector **Sophie Wood** **Signature** 

Second Regulatory Inspector **Gary Bartlett** **Signature** _____

Regulation Manager **Paul Coop** **Signature** 

Date **15 February 2005**

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 20 & 21 January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

NO

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

NO

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

NO

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 8/03/05, 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>

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Phillip Barnett of Broomhill Bank School, 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 Mr Phillip Barnett of Broomhill Bank School, 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
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000041789.V194657.R02

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source