



Education  
Funding  
Agency

# **Condition Data Collection**

**Guide to completing the School  
Questionnaire**

**January 2017**

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## About this document

This document is part of a suite of documents that provide guidance and information about the Condition Data Collection (CDC) Programme. It contains two main sections: the first section lists the questions that schools are asked to complete in the CDC school questionnaire; the second section provides descriptions and examples of the compliance and building management documentation that schools will be asked to share with surveyors when they visit.

This document is supported by further information contained in:

- CDC Guide for Schools
- CDC Programme Guide
- CDC Technical Reference Manual Part 1 and Part 2.

The first two documents will be published on [GOV.UK](https://www.gov.uk) in January 2017. The Technical Reference Manual will be published in March 2017.

## About the School Questionnaire

The online School Questionnaire needs to be completed by schools at least two weeks before the agreed date of the CDC site visit. A link to the questionnaire will be provided by the Surveying Organisation in the letter of introduction, which will be sent to schools a minimum of 35 days before the proposed site visit date.

The school questionnaire helps the surveying organisation to learn important details about the school's site and its context before they visit, and asks the school to confirm that they have the appropriate building management documentation and compliance certificates, reducing the amount of time surveyors need to spend on site. It also provides the EFA with useful information about the usage of school sites.

The tables that follow in Section 1 list all questions that are asked of schools in the school questionnaire and provides guidance on each.

## Section 1 – Information requested in school questionnaire

The School Questionnaire requests information on a number of topics:

- School details (name, etc)
- Contact details
- Sites: number of sites and details of sites shared with other users
- Known planning restrictions
- Existence of building management and compliance documentation
- School capacity: number of classrooms

This information will help the EFA:

- Understand the capacity and shared usage of the education estate to help ensure that there is a place available for every child.
- Understand any planning restrictions which may impede future development on existing sites.
- Understand the extent to which building management documentation exists across the national school estate, which will help inform future initiatives to help those who are responsible for maintaining buildings develop their building management data.

The questions are described below.

<b>SECTION A: School and contact details</b>		Some of this information will be pre-populated using Edubase data but schools are asked to provide information where this hasn't been possible.	
<b>Question number</b>	<b>Question</b>	<b>Description</b>	<b>Guidance</b>
A1	<b>School / establishment name</b>	The current name of the school.	This will be prepopulated from Edubase but may be out of date if your school name has recently changed (e.g. by converting to an academy). Please check the name of your school is correct and update where necessary.
A2	<b>School's DfE establishment number</b>	The DfE establishment number for your school.	This is a four-digit number e.g. 4153 and <u>not</u> the school's URN as displayed in Edubase (which contains six digits). Again, this will be prepopulated. If your school has recently converted to academy or amalgamated with another school then you should check the value against what is held in Edubase ( <a href="#">Link to Edubase</a> ).
A3	<b>School's Unique Reference Number (URN)</b>	The URN number for your school.	Six digits. This will be prepopulated but if your school has recently converted to academy or amalgamated with another school then you should check the value against what is held in Edubase ( <a href="#">Link to Edubase</a> ).
A4	<b>Establishment type</b>	The 'type' of establishment, e.g. 'Academy 16-19', 'Community Special School';	This will be pre-populated but should be changed if the pre-populated value is incorrect.
A5	<b>Site name</b>	The name of the main site (if applicable)	For schools with more than one site, this will usually be the address which appears on Edubase.

A6 – A10	<b>Address and postcode of main site</b>	The information you provide will be used by surveyors to differentiate between different sites, if you have more than one site.	The postal address of your main site. This will usually be the address which appears on Edubase.  The names of additional sites are requested in questions G1 to G8.
A11-A15	<b>School contact (primary contact)</b> Please provide details of the primary contact at your school for the purposes of the CDC programme.	Contact details, including name, email address, phone number and job title of the main primary contact for CDC at your school.	This may be the head teacher, school business manager, etc.  All subsequent CDC communications with the school will be sent to this contact.
A16-A20	<b>School contact (second contact):</b> Please provide details of a second contact at your school for the purposes of the CDC programme.	Details of a second contact at the school.	Include name, phone number, email address and job title / position.
A21	<b>Responsible Body Name</b>	The name of your responsible body	For community schools, this will be the local authority. For academies, this will be name of the Multi or Single Academy Trust (MAT or SAT). For Voluntary Aided schools, it will be the name of the Diocese or trust. A table of the responsible body types for different categories of school can be found in the CDC Guide for Schools.
A22	<b>Local Authority</b>	The name of your local authority	This information will be prepopulated.

A23	<b>Local Authority number</b>	The DfE number of your local authority (3 digits)	Each LA has a three-digit unique number. This will be pre-populated where possible but you will need to confirm it is correct.
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<b>SECTION B: Site context / planning information</b>		Contextual information about your sites relating to planning restrictions. Please include any detached playing field sites in your consideration of these questions.	
<b>Question number</b>	<b>Question</b>	<b>Description</b>	<b>Guidance</b>
B1	As far as you are aware, do any of your sites fall within a <b>Conservation Area</b> ?	Whether any of the school's sites are located in a Conservation Area.	Your Local Planning Authority (the local authority) will likely be able to confirm whether any of your sites are located within a Conservation Area. Some local authorities will allow online searches by address.
B2	<b>As far as you are aware, are there any Tree Preservation Orders (TPOs) in place on any of your sites?</b>	Whether there are any Tree Preservation Orders (TPOs) on any of your school's sites.	Your Local Planning Authority (the local authority) will likely be able to confirm whether any Tree Preservation Orders exist on your sites. Some local authorities will allow online searches by address.
B3	<b>As far as you are aware, do any of your sites fall in an area of Outstanding Natural Beauty (AONB)?</b>	Whether any of your school's sites fall in an area of Outstanding Natural Beauty (AONB).	Your Local Planning Authority (the local authority) will likely be able to confirm whether any of your sites are located within an AONB. Some local authorities will allow online searches by address.
B4	<b>As far as you are aware, do any of your sites fall within an area of Special Scientific Interest (SSSI)?</b>	Whether any of your school's sites fall in an area of Special Scientific Interest (SSSI)?	Your Local Planning Authority (the local authority) will likely be able to confirm whether any of your sites are located within an SSSI. Some local authorities will allow online searches by address.

B5	<b>As far as you are aware, are there any species of animal present on any of your sites which are protected by law (“protected species”)?</b>	Whether there are any protected species present on any of your school’s sites. These include, but are not limited to: bats, greater crested newts and badgers. A full list is available <a href="#">here</a> .	Surveys for protected species will generally be undertaken prior to major development works on your school site, and will be submitted as part of the planning application. If development has taken place on any of your school sites in the past, the application details may contain survey reports for protected species.
B6	<b>As far as you are aware, do you have any ground contamination issues on any of your sites?</b>	Whether any of your school’s sites have ground contamination issues.	Your Local Planning Authority (the local authority) may be able to confirm whether any of your sites have ground contamination issues.
B7	<b>As far as you are aware, have any parts of your site been used as landfill in the past?</b>	Whether your site has been used as landfill in the past.	Your Local Planning Authority (the local authority) may be able to confirm whether any of your sites have been used as landfill in the past.

B8	<b>Is any of your sites subject to recurring flooding issues?</b>	Confirmation that some or all of the site experiences recurring flooding.	<p>Answer yes to this question if this site has experienced <b>recurring</b> flooding issues due to environmental factors, and substantial or material impact on the everyday operation of the site as a result.</p> <p>An example of this may be playing fields of which no part can be used during the summer months due to standing water. Isolated areas of waterlogged playing field would not be considered as recurring flooding if not substantially or materially impacting on the everyday operation of the site.</p> <p>Another example would be classrooms or other internal school spaces that, owing to ground flooding, are unable to be used and/or where curriculum delivery is prevented or impeded.</p> <p>Internal flooding issues caused by building condition defects (e.g. defective pipework) do not count as recurring flooding in the context of this question; these issues can be discussed with the surveyors when they meet with you on site during the pre-datacollection meeting.</p>
B9	<b>Do DEC's (Display Energy Certificates) exist for all schools sites?</b>	Confirmation that DEC's exist for all appropriate sites.	Every school site containing buildings with a floor space of more than 250m <sup>2</sup> has to display a DEC by law. These are usually displayed at the main public entrance.

**SECTION C**  
**Capacity and Teaching**  
**Accommodation information**

Information on the number of different types of classroom, and the number of forms of entry that your school accommodates.

Question number	Question	Description	Guidance
C1	<p><b>How many Forms of Entry can your school accommodate?</b></p>	<p>The maximum Forms of Entry the school can accommodate.</p>	<p>The chosen answer should reflect the number of forms of entry that you think your school can accommodate in every year group, and does not necessarily need to be based on your school's Published Admission Number or Net Capacity figures.</p> <p>Nursery and pupil referral units may not operate traditional forms of entry, and should choose "Nursery" or "PRU" as appropriate. Dedicated SEN schools should choose the "SEN" option. Other types of educational establishment that are not listed and that do not operate with traditional forms of entry should choose "Other" from the list.</p> <p>Choose the appropriate entry from the drop down list:</p> <ul style="list-style-type: none"> <li>• Nursery/PRU (pupil referral unit)/SEN (special educational needs)/Other</li> <li>• Primary 'x' FE (where 'x' is 0.5, 1, 1.5, 2, 2.5, 3 or 4+)</li> <li>• Secondary 'x' FE (where 'x' is 4, 5, 6, 7, 8, 9 or 10+)</li> <li>• Secondary 'x' FE +6<sup>th</sup> (as above, with sixth form)</li> <li>• Sixth form only</li> </ul>

C2	<b>How many general teaching classrooms are available to you, <u>across all sites and buildings?</u></b>	The number of spaces used to teach whole classes in a non-specialised subject (e.g. maths, modern foreign languages, humanities etc.)	<p>The answer should reflect the total number of general teaching classrooms available in your school. For schools with more than one site, the total should reflect the number of classrooms available across all sites.</p> <p>The total should include 'spare' classrooms that are not currently in use but should exclude spaces which are leased to other users such as community groups.</p>
C3	<b>How many Technology Workshops or other specialist spaces are available to you, <u>across all sites and buildings?</u></b>	The number of spaces used to teach whole classes in a specialised subject such as food technology, design and technology, drama studios.	<p>The answer should reflect the total number of technology workshops and other specialist teaching classrooms available in your school. For schools with more than one site, the total should reflect the number of specialist spaces available across all sites.</p> <p>You should not include science laboratories or general classrooms; these are covered by question C4.</p> <p>'Spare' specialist spaces which are not currently used for teaching should be <u>included</u> in the total if they are available for use should the need arise.</p>
C4	<b>How many Science laboratories are available to you, <u>across all sites and buildings?</u></b>	The number of specialist spaces used to teach whole classes in a science based subject.	<p>The answer should reflect the total number of science laboratories available in your school. For schools with more than one site, the total should reflect the number of specialist spaces available across all sites.</p> <p>'Spare' science laboratories that are not currently used for teaching should be <u>included</u> in the total if they are available for use should the need arise.</p>

<b>SECTION D Building management and compliance documentation</b>		Information about maintenance, building management and the existence of compliance documentation. These questions ask you to verify that certain building management and compliance documentation relating to your site exists.	
<b>Question number</b>	<b>Question</b>	<b>Description</b>	<b>Guidance</b>
D1-D2	<b>Electrical Test Certificate</b>	Confirmation that documentation exists.	State whether the document exists, and if so, provide the date on the document.  A description and example of this document can be found <a href="#">here</a> .
D3-D4	<b>Emergency Lighting Inspection Certificate</b>	As Above	State whether the document exists, and if so, the document date.  See <a href="#">here</a> for a description of this document.
D5-D6	<b>Fire Alarm Inspection Certificate</b>	As above.	State whether the document exists, and if so, the document date.  See <a href="#">here</a> for a description of this document.
D7-D8	<b>Fire Risk Assessment(s)</b>	As above.	State whether the document(s) exist, and if so, the date of the most recent document. A school should have a Fire Risk Assessment for each site.  See <a href="#">here</a> for a description of this document.
D9-D10	<b>Water Safety, Hygiene &amp; Legionella documentation</b>	As above.	State whether the documentation exists, and if so, the most recent date on the documentation you have.  See <a href="#">here</a> for a description of this document.

D11-D12	<b>Gas Safety Test Report</b>	As above.	State whether the document exists, and if so, the document date.  See <a href="#">here</a> for a description of this document.
D13-D14	<b>Asbestos Register</b>	As above.	State whether the document exists, and if so, the document date.  Note that an asbestos register is not the same as an asbestos management plan, but may form part of it.  See <a href="#">here</a> for a description of this document.
D14-D15	<b>Asbestos Management Plan</b>	As above.	State whether the document exists, and if so, the document date.  See <a href="#">here</a> for a description of this document.
D16-D17	<b>Non passenger lift &amp; hoist certificates (if applicable)</b>	As above.	State whether the documentation exists, and if so, the most recent document's date.  See <a href="#">here</a> for a description of this document.
D18-D19	<b>Passenger Lift Insurance and Inspection Certificates (if applicable)</b>	As above.	State whether these documents exist, and if so, the most recent document's date.  See <a href="#">here</a> for a description of this document.

**SECTION E and F:  
Shared use of sites and buildings**

These questions ask for information on the number of sites used by the school, whether they are shared, and who they are shared with. It also requests the same information about shared buildings within sites.

This information helps ensure that surveyors visit all sites within the scope of the CDC programme, and can identify which buildings within each site require collection of full condition data. At a higher level, it helps the EFA build up a picture of maintenance responsibilities across the national education estate.

Question number	Question	Description	Guidance
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**Shared use of your site**

E1	<b>How many sites does the school operate which are owned and maintained by the school?</b>	This question identifies <b>the number of sites</b> that are owned and maintained by the school.	<p>If you have more than one site, please provide the site name and address details in the final part of the questionnaire.</p> <p>Schools should include sites, <u>including detached playing field sites</u>, where they have site-wide maintenance responsibilities, irrespective of legal ownership and whether the maintenance is outsourced to a third party. <b>PFI sites should also be included.</b></p> <p>For example, Academies and Free Schools should include their sites in the answer to this question, even where the site is on a long term lease from the local authority or diocese.</p> <p>Voluntary controlled and community school sites should also be included here, even if the responsible body retains some responsibility for investment into the site.</p> <p>Select from the drop down list to select <b>the number of sites</b> (0,1,2, etc.).</p>
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E2	<p><b>How many of the sites specified in question E1 are shared with other users?</b></p>	<p>Whether or not sites that you maintain are shared with other users.</p>	<p>‘Other users’ means non school users such as privately owned nurseries, after school clubs, children’s centres, Public Health teams, and so on.</p> <p>Examples of ‘shared sites’, in this context, are:</p> <ul style="list-style-type: none"> <li>• Your site contains a community sports hall that isn’t maintained or managed by the school (even if you have agreed access to the facility for curriculum purposes).</li> <li>• Your site contains a standalone private nursery building, which isn’t maintained or managed by the school.</li> </ul> <p>Example situations which <b>do not</b> reflect shared sites in this context are:</p> <ul style="list-style-type: none"> <li>• You lease a building on your site to an external user for their sole use, <b>but you retain responsibility for the condition and maintenance of the building.</b></li> <li>• You share part of a <b>building</b> which you own with other users (classrooms leased to external users, for example). This scenario is covered in questions E7-E10.</li> </ul>
E3	<p><b>Please provide details about the ‘types’ or organisation that share your sites.</b></p>	<p>The ‘type’ of organisation sharing the site (e.g. ‘non-school nursery’)</p>	<p>Select from drop down list (more than one option can be selected):</p> <p>(Non-School Nursery/Other Non-School Education Use/Other Public Body Use/Community Use/Non Profit Use/Private Sector Use)</p>

<b>Shared use of sites which are owned by a third party</b>			
E4	<b>How many sites do you use which are owned and maintained by others?</b>	<p>This question identifies the number of:</p> <ul style="list-style-type: none"> <li>Sites that the school uses</li> </ul> <p>That are:</p> <ul style="list-style-type: none"> <li>Not owned and maintained by the school</li> </ul>	<p>The answer should reflect situations where a school uses either the whole or part of a site which is owned and maintained by others.</p> <p>The answer to this question <u>should not include</u>:</p> <ul style="list-style-type: none"> <li>ex- local authority academy and free school sites, even where the site is on a long term lease from the local authority or diocese.</li> <li>PFI sites.</li> </ul> <p>Select number of sites from list (0, 1, 2, etc).</p> <p>A response of '0' means 'none' (you do not use any sites that are owned and maintained by others).</p>
E5	<b>Please provide further details about who owns the site(s), if known.</b>	The organisation 'type' of the owners of the site(s).	<p>Choose from:</p> <p>Non School Nursery Responsible body/ Other Non-School Education Responsible Body/ Other Public Responsible Body/ Community Responsible Body/ Non Profit Responsible Body/ Private Sector Responsible Body.</p>
E6	<b>What are the other areas of the site, not occupied by you, used for?</b>	The category of 'use' for the areas of site you do not occupy.	<p>Choose from:</p> <p>Education/Sports/Non Education</p> <p>Multiple options can be selected.</p>

**Shared use of buildings on your site** - These questions relate to the shared use of individual buildings or parts of buildings on your site or sites (see the [CDC Guide for Schools](#) document for a description of blocks and how they relate to buildings). They ask for information about the other users with which you share buildings and details of ownership if they are owned by others.

This information is helpful to the EFA because it helps us understand more about use and ownership of buildings across the national school estate. It will also help ensure that surveyors visit all required buildings within the scope of the CDC programme when they visit your site.

F1	<p><b>How many other users share buildings which are owned and maintained by the school?</b></p>	<p>The <b>number of other users</b> that share the use of buildings which are on the school site and which are owned and maintained by the school.</p>	<p>Enter details for the number of users. (0, 1, 2 etc.)</p> <p>Choose “0” for none.</p> <p>The answer should reflect the <b>number of other users</b> who are sharing your buildings on your site or sites (not the number of buildings which are shared).</p> <p>Example 1: A primary school which shares part of its building with a Children’s Centre and leases out a separate classroom space to a private nursery would answer ‘2’, as the building is shared with two other users.</p> <p>Example 2: A primary school which is the sole occupier of their building, but has a standalone non-school nursery building on their site, would answer ‘0’ because although they share their site, they do not share their building (this is classed as a shared site rather than a shared building, a situation that is covered by questions E2-E6).</p>
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F2	<b>Please provide details about the types of user that you share your buildings with.</b>	Further details about the ‘types’ of users which shares your buildings (e.g. Other Public Body Use, Non School Nursery)	Separate details are required for the users specified in the previous question.  Pick from: Non School Nursery/Other Non-School Education Use/Other Public Body Use/Community Use/Non Profit Use/Private Sector Use
F3	<b>How many buildings do you use that are owned and maintained by others?</b>	The number of <b>buildings which are owned and maintained by others</b> that school has shared use of.	This can reflect situations where: <ul style="list-style-type: none"> <li>• The school shares a building with other users, and the building is owned and occupied by others.</li> </ul> Enter details for the number of <b>buildings</b> . (0, 1, 2 etc.)  Choose ‘0’ for none.
F4	<b>Please select the type(s) of organisation that own the building(s) specified in question F3.</b>	The ‘user type’ for any other users that share <b>blocks</b> also occupied by the school but not owned or maintained by the school.	Enter details for each user.  Pick from: Non School Nursery Responsible Body/ Other Non-School Education Responsible Body/ Other Public Responsible Body/ Community Responsible Body/ Non Profit Responsible Body/ Private Sector Responsible Body
F5	<b>What are the other areas of the buildings (not occupied by you) used for?</b>	The category of ‘use’ for the areas of the buildings not occupied by the school.	Pick from: Education/Sports/Non-Education

<b>SECTION G: Names of additional sites</b>		The surveyors will confirm the names of the additional sites provided via the School Questionnaire, and will confirm the address of the sites during the pre-data collection meeting with you. This information helps ensure that all sites are attributed to the correct establishment in the CDC data set.	
Question number	Question	Description	Guidance
<b>Details of additional sites</b>			
G1-G8	<b>Please provide the name of each additional site.</b>	The name of the other sites, other than the site to be visited by surveyors.	<p>The information you provide will be used by surveyors to differentiate between different sites, if you have more than one e.g. "Upper site".</p> <p>Please include detached playing fields in your answer.</p> <p>There is space to provide details for up to eight additional sites.</p>

# Section 2 - Building Compliance documentation description and examples

## Electrical Systems

### Electrical Test Certificate

Sometimes known as a '5 year fixed wiring test certificate', this document certifies that the electrical wiring is safe and compliant. It also lists any items that are non-compliant that need attention.

Original Certificate	Certificate reference:
<b>ELECTRICAL INSTALLATION CONDITION REPORT</b> (Requirements for Electrical Installations – BS 7671 IEE Wiring Regulations)	
<b>DETAILS OF THE CLIENT</b>	
Name: _____	
Address: _____	
<b>PURPOSE FOR WHICH THIS REPORT IS REQUIRED</b>	This report must be used only for reporting on the condition of an existing installation.
_____	Date(s): _____
<b>DETAILS OF THE INSTALLATION</b>	
Occupier: _____	
Address: _____	
Description of Premises: Domestic <input type="checkbox"/> Commercial <input type="checkbox"/> Industrial <input type="checkbox"/> Other <input type="checkbox"/>	
Estimated age of the Electrical Installation: _____ Years	Evidence of Alterations or Additions: _____ If "yes" estimated age: _____ Years
Date of previous Inspection: _____	Electrical Installation Certificate No: or previous Periodic Inspection report No: _____
Records of installation available: <input type="checkbox"/>	Records held by: _____
<b>EXTENT OF THE INSTALLATION AND LIMITATIONS OF THE INSPECTION AND TESTING</b>	
Extent of the Electrical installation covered by this report: _____ _____	
Agreed Limitations (including the reasons), if any, on the inspection and testing _____ _____	
Operational limitations including the reasons (see page No. _____ ) _____ _____	
<small>This inspection has been carried out in accordance with BS 7671:2008, as amended. Cables concealed within trunking and conduits, or cables and conduits concealed under floors, in roof spaces and generally within the fabric of the building or under ground have not been inspected.</small>	
<b>SUMMARY OF THE CONDITION OF THE INSTALLATION</b>	
General condition of the installation (in terms of electrical safety): _____ _____ _____	
If necessary, continue on additional page(s)? No <input type="checkbox"/> Yes <input type="checkbox"/> Specify page _____	
Overall assessment of the installation: <b>SATISFACTORY / UNSATISFACTORY</b> (Delete as appropriate)	
<small>An "Unsatisfactory" assessment indicates that dangerous and/or potentially dangerous conditions have been identified.</small>	
<small>Report reference: ELECTRICAL INSTALLATION CONDITION REPORT - GREEN.odt Report pages including inspection and test schedules 1 of 8</small>	

Figure 1: example electrical test certificate

# Fire Systems documentation

## Emergency Lighting Inspection Certificate

The emergency lighting should be tested to ensure it functions when there is a power outage. The emergency lighting certificate will indicate a successful test.



**APPROVED CONTRACTOR**

This certificate is not valid if the serial number has been defaced or altered and unless accompanied by Forms 2, 3 and 4

**ECN2 FORM 1**

**Original** (To the person issuing the work)

### EMERGENCY LIGHTING COMPLETION CERTIFICATE

For new installations and verification of existing installations

Issued by an Approved Contractor enrolled with NICEIC, Warwick House, Houghton Hall Park, Houghton Regis, Dunstable LU5 5XK

<b>A1 DETAILS OF THE CLIENT</b>	<b>PURPOSE OF CERTIFICATE</b>
Client/Address: AN OTHER ANOTHER LANE Postcode: ANDT HER	Verification of existing installation <input checked="" type="checkbox"/> The installation is: New <input type="checkbox"/> An addition <input checked="" type="checkbox"/> An alteration <input type="checkbox"/>
<b>B1 DETAILS OF THE EMERGENCY LIGHTING INSTALLATION</b>	
Address: ANOTHER LANE ANOTHER TOWN Postcode: ANDT HER Extent of the installation covered by this certificate: ALL AREAS	
<b>C1 DETAILS OF THE APPROVED CONTRACTOR RESPONSIBLE FOR ISSUING THE CERTIFICATE</b>	
Trading title: Floodlighting & Electrical Services Ltd Address: Unit 22/23 The Woodlands Coedcae Lane, Talbot Green Mid-Glamorgan Postcode: CF72 9DW NICEIC enrolment No (Essential information): 1 2 9 1 1 Branch number (if applicable): N / A	
<b>D1 DECLARATION OF CONFORMITY</b> *Delete as appropriate	
<p>In consequence of acceptance of the declarations on Forms 2, 3 and 4 <i>Wwe</i>* hereby declare that the emergency lighting installation, as described above, conforms, to the best of <i>my/our</i>* knowledge and belief to the appropriate recommendations and requirements given in BS 5266-1: 2005 <i>Emergency lighting Part 1. Code of practice for the emergency lighting of premises</i>, BS EN 1838: 1999 / BS 5266-7: 1999 <i>Lighting applications – Emergency lighting</i> and BS EN 50172: 2004 / BS 5266-6: 2004 <i>Emergency escape lighting systems</i>, as set out in the declarations Forms 2, 3 and 4, except as stated in section E1.</p> <p>To be signed by either: a) The Responsible Person / Competent Person (England and Wales); b) The Employer or Other Persons (Scotland) or c) The Employer or Nominated Employee (Northern Ireland)</p>	
Signature: _____ Date: 16/10/2009 Name (CAPITALS): A TESTER	
<b>E1 DETAILS OF DEVIATIONS FROM THE STANDARD*</b> *Deviations MUST be sanctioned by the designer referred to in section F2 of Form 2 and agreed by the person in section D1	
Declaration (insert design, installation or verification role): FES 1001	Requirement No: FES 01 Details of deviation (if necessary record additional deviations on a separate referenced sheet): NONE
<b>F1 VALIDITY REVIEW AND ESSENTIAL RELATED REFERENCE DOCUMENTS</b>	
<p><b>This certificate is not valid unless accompanied by current versions of the following:</b></p> <p>i) Signed declaration(s) Forms 2, 3 and 4 ii) Photometric design data (see note 3) iii) Log book</p> <p>The Approved Contractor issuing this certificate MUST sign to verify that i), ii) and iii) above have been completed and are issued with this certificate and that all essential related reference documents have been recorded below.</p>	
Electrical Installation Certificate No. or Minor Electrical Installation Works Certificate No. (see Note 1) and/or Emergency Lighting Periodic Inspection and Test Certificate (see Note 2): ECN10123456	Design Schedule Note(s): FES 1004 Other documents if any (please state): N/A
Signature: _____ Date: 16/10/2009 Name (CAPITALS): A TESTER	Signature: _____ Date: 19/10/2009 Name (CAPITALS): A.M. SMART Qualified Supervisor
<b>G1 NEXT INSPECTION</b> *Enter interval in accordance with Clause 3.2 of BS EN 50172: 2004 / BS 5266-6: 2004 *Delete as appropriate	
1 YEAR	
<p><i>Wwe</i>*, the designer, RECOMMEND that this installation is further inspected and tested after an interval of not more than _____</p> <p><small>Notes: 1. The electrical safety aspects of the emergency lighting installation must also be certified in accordance with BS 7671 Requirements for Electrical Installations by issuing an Electrical Installation Certificate or, where appropriate, a Minor Electrical Installation Works Certificate. 2. Where this certificate relates to a major alteration or addition, it should be accompanied by an Emergency Lighting Periodic Inspection and Testing Certificate for the entire emergency lighting installation. 3. This can be in any of the following formats (in all cases appropriate de-rating factors must be used), and identified to meet worst case requirements: a) Authenticated spacing data such as ICEL 1001 registered tables; b) calculations as detailed in CIRSE / SIL Guide (G12); c) appropriate computer print of results.</small></p>	
<p><small>This form is based on the model in Annex C of BS 5266: Part 1: 2005 Published by NICEIC © Copyright The Electrical Safety Council (Jan 2008)</small></p> <p style="text-align: right; color: red; border: 1px solid red; padding: 2px;">Please see the 'Notes for Recipient' on the reverse of this page.</p> <p style="text-align: right; font-size: small;">ECN201</p>	

Figure 2: example emergency lighting certificate

# Fire Alarm Inspection Certificate

The school's fire alarm should also be tested to ensure the sensors and sounders are working correctly and should also comment if additional sounders or sensors are required.

<b>CERTIFICATE REFERENCE:</b> FDIPIR
<b>FIRE DETECTION AND ALARM SYSTEM INSPECTION AND SERVICING REPORT</b>
<b>A. DETAILS OF THE CLIENT</b> Client: <input type="text"/> Address: <input type="text"/> Postcode: <input type="text"/>
<b>B. DETAILS OF THE FIRE DETECTION AND ALARM SYSTEM</b> Address: <input type="text"/> Postcode: <input type="text"/> Details of the system: <input type="text"/>
<b>C. EXTENT OF THE INSTALLATION AND LIMITATIONS OF THE INSPECTION AND SERVICING</b> Extent of the fire detection and alarm system covered by this report: <input type="text"/> Agreed limitations, if any, on the inspection and servicing: <input type="text"/>
<b>D. CERTIFICATION OF INSPECTION AND SERVICING</b> I/We, being the competent person(s) responsible (as indicated by my/our signatures below) for the inspection and servicing of the fire alarm system, particulars of which are set out above, CERTIFY that the said work for which I/We have been responsible complies to the best of my/our knowledge and belief with the recommendations of Clause 45 of BS 5839-1:2002 quarterly inspection of vented batteries/periodic inspection and test/inspection and test over a 12 month period (delete as applicable), except for the variations, if any, stated in this report. Variations from the recommendations of Clause 45 of BS 5839-1:2002 for periodic or annual inspection and test (as applicable): <input type="text"/> I/we further declare that in my/our judgement, the said system was overall in <input type="text"/> condition (see G) at the time the inspection and servicing was carried out, and that it should be further inspected as recommended (see H). The extent of liability of the signatory is limited to the system described above. For the INSPECTION and SERVICING of the system: Name: <input type="text"/> (CAPITALS) Position: <input type="text"/> Signature: <input type="text"/> Date: <input type="text"/>
<b>E. PARTICULARS OF THE ORGANISATION RESPONSIBLE FOR THE INSPECTION AND SERVICING</b> Organisation: <input type="text"/> Address: <input type="text"/> Postcode: <input type="text"/>
<small>This form is based on the model in Appendix G6 of BS 5839: Part 1: 2002.</small>
Page 1 of <input type="text"/>

Figure 3: example fire alarm inspection certificate

## Fire Risk Assessment

The fire risk assessment (FRA) states where any potential fire risks exist within a school and the actions required reducing that risk. These should be undertaken each year and / or following any works at the school affecting layout or the fire detection system.

SY Fire 0010	
<b>Fire Risk Assessment Form</b>	
	
<b>1b Reducing the risk from sources of ignition</b>	
If you have answered yes to any of the questions in 1a, can you:	
1.11 Can you replace the activities with one that reduces the potential for ignition? e.g. Use of electric cookers rather than gas.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.12 Can you re-position light units to reduce the risk of contact with combustible materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.13 Can you replace radiant and/or flame heaters with fixed convector heaters or central heating?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.14 Can you restrict the use of candles or tea-lights or control their use with risk assessment and training?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.15 Can you provide & maintain protective devices such as residual circuit devices (RCDs) and thermostats.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.16 Are the electrical wiring and portable appliances are inspected regularly? Date of last test:	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.17 Can you provide and maintain appropriate security measures against arson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details:	
<b>2a Identifying combustible materials</b>	
The combustible materials that should be considered include those that:	
a. Are used or stored during the premises process.	
b. Are part of the furniture or furnishings.	
c. Form part of the structure or fittings.	
2.1 Do your premises processes involve the use of combustible materials such as paper, card or plastics?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2 Are bulk quantities of combustible materials (either raw materials, finished goods or waste) kept at the premises?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3 Are large amounts of textiles and furniture (particularly furniture with large amounts of foam padding) stored or used in the premises?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.4 Are items of furniture damaged with padding exposed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.5 Are there large notice boards on escape routes with bundles of loose paper hanging from them?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.6 Are more than 20% of the walls covered with combustible linings such as hardboard, chipboard, plastic tiles or flock style wallpaper?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Figure 4: example of part of a Fire Risk Assessment form

# Water Hygiene documentation

## Water Hygiene and Safety Report(s)

Water hygiene and legionella testing should be undertaken on a regular basis and records kept of the tests and results. If the school has a water tank then as part of the overall water hygiene testing this should be covered. All three may be covered in a wider report document. Schools should indicate if they have records on site via the School Questionnaire, and the date of the documentation if present.

Serial No: \_\_\_\_\_

### LEGIONELLA RISK ASSESSMENT

Auditor Details	Audited Property Address	Landlord/Agent Address
Name:	Name:	Name:
Address:	Address:	Address:
Tel No:	Tel No:	Tel No:
Date Of Audit:	Date Of Review	Property Type:

**THE RISK ASSESSMENT**

Did you consider whether you could eliminate the risk?	Yes	No	
Is there any tenant, resident or regular visitor particularly susceptible to Legionella due to age, health or lifestyle?	Yes	No	
Did the person carrying out the assessment have access to competent help and advice when carrying out the assessment?	Yes	No	
Describe type of cold water system e.g. mains feed or from storage tank:			
Describe type of hot water system e.g. mains feed via combi boiler or from storage tank:			

**RISK CATEGORY - Water Outlet Temperature**

Is cold water temperature at outlets below 20°C?	Yes	No	
Is the hot water temperature above 50°C at outlets?	Yes	No	

*Cold water must flow from outlets at below 20°C and hot water above 50°C to minimise risk. If temperatures are too low/high then adjustments need to be made to the system such as lagging of pipework or adjustment of temperature settings for hot water.*

Identified Defect/Risk:	Recommendations:

**RISK CATEGORY - Cold Water Systems**

Is a Cold water storage tank present?	Yes	No	
Is the cold water tank accessible?	Yes	No	
Cold water storage tank location:			
Does it have a tight fitting lid?	Yes	No	
Is the water in the tank clean and free from rust, debris, scale and organic matter?	Yes	No	
Is the temperature of the water in the tank below 20°C?	Yes	No	
Is the cold water tank insulated?	Yes	No	
Is the cold water tank accessible?	Yes	No	

*If any debris etc. is present in the system it should be drained and thoroughly cleaned. If debris is from corrosion on the tank itself then the tank may need to be replaced. All cold water tanks should have tight fitting lids to prevent debris entering the system. The water in the tank should be below 20°C and the tank should be insulated to prevent the temperature rising above this level.*

Identified Defect/Risk:	Recommendations:

**RISK CATEGORY - Hot Water Systems**

Is the temperature setting on the boiler and/or hot water tank such that hot water is heated to and stored at a temperature of 60°C?	Yes	No	
Are the hot water distribution pipes insulated?	Yes	No	
If more than one calorifier is used, are they connected in parallel?	Yes	No	
Does the calorifier have the following fitted:			
a drain valve?	Yes	No	
a temperature gauge on the inlet and outlet?	Yes	No	
an access panel?	Yes	No	

*If the temperature is set at above 60°C this can cause scalding to users. The temperature setting on the boiler and/or hot water tank should be set and maintained at 60°C.*

Identified Defect/Risk:	Recommendations:

Figure 5: example legionella inspection certificate

# Gas Safety documentation

## Gas Safety Test Report (inc LPG)

If the school has a gas supply then the system including any appliances should be tested annually.

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Registered Business **Gas Safe No:** Job Address Landlord (or where appropriate their agent)  
 Address: Tenant Name: Landlord/Agent Name:  
 Postcode: Phone: Address: Postcode: Phone:  
 Serial No: This Gas Safety Record was completed on by  
 Number of appliances tested: Your next Gas Safety Check is due on

Location	Appliance type	Make	Model	Landlord's appliance	Appliance inspected	Appliance serviced	Appliance safe to use
1							
2							
3							
4							
5							

Operating pressure (Mbar) or Heat input (kW/h or btu/h)	Initial combustion analyser reading	Final combustion analyser reading	Safety device correct operation	Ventilation provision satisfactory	Visual condition of chimney/termination satisfactory	Flue type	Spillage test	Smoke pellet flue flow test	Flue visual condition	Flue performance checks	Approved CO alarm fitted	Is CO alarm in date	Testing of CO alarm satisfactory
1													
2													
3													
4													
5													

Defects	Actions taken	Warning Notice
1		
2		
3		
4		
5		

Gas Installation Gas Installation pipework visual inspection satisfactory Emergency control valve (ecv) accessible Satisfactory gas tightness test Protective equipotential bonding satisfactory Gas Installation Notes: Gas Installation Warning Notice Completed Electrical Cross Bonding Notice Completed	Issued by  Gas operative:  Gas Safe ID No:	Received by
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This record shows results of the required checks defined by the Gas Safety (Installation and Use) Regulations to be recorded. The information recorded does not confirm that the installation was installed by a Registered Installer or that the installation complies with any relevant Building Regulations. Chimney Systems were inspected visually and checked for satisfactory evacuation products of combustion, please note a detailed internal inspection of the chimney system has not been carried out. WARNING: Please read and act upon the Warning Notice and/or Electrical Cross Bonding Record if applicable.

Figure 6: example gas safety test report

# Asbestos Management documentation

## Asbestos Register

The asbestos register states where asbestos is present or likely to be present in a school's building. It is likely to be based on a visual inspection only. Each time a school undertakes a project in areas likely to contain asbestos, or involving demolition works, a report should have been undertaken by the consultants or contractors. These reports involve taking samples and testing in the areas affected to confirm the presence of asbestos or not.

### Example Asbestos Register:

Company name: LMN Engineering Ltd		<i>Asbestos register</i>									
Address: Unit 3A, Trading Estate West, Anytown XX9 9YY		Where	Product	How much?	Surface coating	Condition	How easy access?	Asbestos type	Comment	Material score	Priority score
<i>Outside</i>											
Roof	Asbestos oement	Whole roof	None	Fairly good	Difficult	White?	No sample	1	1		
Down-pipe	Asbestos oement	4 x 4 metres	None	One broken	Medium	Don't know = presumed	No sample	5	6.2		
<i>Inside</i>											
Plant room	Board panels	43 sq metres	Emulsion paint	Good	Easy	Presumed	No sample	1	1		
Plant room	Pipe - insulation	15 metres	Gloss paint	Cracked	Medium	Brown	Bit that fell off analysed	8	12		
Plant room	Gas boiler	Don't know	Metal case	Don't know	Difficult	Presumed	No sample	7	10.5		
Plant room	Cement flue from boiler	5 metres	None	Good	Medium	White?	No sample	1	1		
Plant room	Electrical switch-box	One item	None	Crumbling	Medium	White?	No sample	7	10.5		
Store	Ceiling tiles	72 tiles, 50x50 cm	Emulsion on lower face	Medium	Medium	Presumed	No sample	5	9.3		
Store	Cushion floor tiles	6 x 3 m	Vinyl over asbestos paper	Chipped tile by door	Easy	White?	No sample	5	11.3		
Store	Above tiles	18 sq metres	Unknown	Unknown	Difficult	Presumed	No sample	1	1		
Office 1 fire door	Door	4 sq m	None - board in the door	Good	Medium	Presumed	No sample	1	1		
Office 2 fire door	Door - board screwed on	4 sq m	Gloss paint	Medium	Easy	Presumed	No sample	6	11.7		
Anneal oven	Asbestos rope	3 m	None	Medium	Easy	White	No sample	7	14.8		
Anneal oven	Asbestos gloves	1 pair	None	Poor	Easy	White	No sample	7	16.2		
<i>Other</i>											
Delivery van	Brakes	4 sets	None	Fair	Difficult	White?	No sample	1	1		

Name: T Smith, works engineer Date: 12 December 2007 Check date: December 2008

Figure 7: example asbestos register

## Asbestos Management Plan

An asbestos management plan is required before any work can be undertaken on a school site. It includes details of

- where all known and likely asbestos is on the school site (usually taken from the Asbestos Register)
- who is responsible for the management of asbestos on the site
- details of plans for work on asbestos materials
- the schedule for monitoring the asbestos materials' condition
- how decisions around asbestos management are communicated

The Asbestos Register and Plan maybe in a single document. Schools should indicate that they have both via the School Questionnaire.

**Example Asbestos Management Plan:**



### Asbestos management plan

#### Site plan

LMN Engineering Ltd, Unit 3, Trading Estate West, Anytown XX9 9YY										
* *	Drilling bench, abrasive wheel, steam line					*	*	* *		*
							* *		* *	
Roller door to yard	manual lathes						* *		* *	
	CNC lathe						* *		* *	
Parking	Welding bay			Anneal oven		*	* *		* *	
Asbestos location *										

**These areas contain, or may contain asbestos.**

- roof;
- downpipes;
- van brakes.

Plant room – boiler, flue, steam pipe insulation, electric switch-box  
 Work room – steam pipe insulation, oven insulation, heat-proof gloves  
 Store – floor tiles, ceiling tiles  
 Office 1 – fire door  
 Office 2 – board screwed to fire door

**Figure 8: example content from asbestos management plan**

# Lifts, Escalators and Lifting Equipment (LOLER)

## Non passenger lift and hoist certificates

If a school has hoists or goods lifts, each should have an installation certificate and a regular servicing certificate to ensure the equipment is safe to use.



Figure 9: example hoist test certificate

## Passenger lift inspection certificate

If a school has passenger lifts, each should have an installation certificate and a regular servicing certificate to record that the equipment is safe to use.



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