



Making Social Care
Better for People

inspection report

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

Millgate School

18a Scott Street

Leicester

LE2 6DW

13th & 14th March & 2nd April 2003

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

Millgate Centre

Address

18a Scott Street, Leicester, Leicestershire, LE2 6DW

Tel No:

0116 270 4922

Fax No:

0116 270 8753

Email Address:

khowells@millgate.leicester.sch.uk

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

Leicester City Local Education Authority

Name of Head

Mrs K Howells

NCSC Classification

Residential Special School

Type of school

EBD

Date of last boarding welfare inspection:

Date and Time of Inspection Visit		13 th & 14 th March 09.30 2 nd April 12MD	ID Code
Name of NCSC Inspector	1	Carole Burgess	093706
Name of NCSC Inspector	2	N/A	
Name of NCSC Inspector	3	N/A	
Name of NCSC Inspector	4	N/A	
Name of Boarding Sector Specialist Inspector (if applicable):		N/A	
Name of Lay Assessor (if applicable)		N/A	
Name of any Signer or Interpreter		N/A	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Millgate Centre

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)

This report is a public document.

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

Millgate Residential Special School is primarily an educational establishment for boys. The young people have a Statement of Special Educational Need and emotional behavioural difficulties (EBD). The school has a five-day, Monday to Friday residential facility and can accommodate 10 young people. The school, including the residency is an older style building in a residential area within the city and is close to all local facilities including shops, leisure centre, parks and approximately 5 -10 minutes travel by bus to the local library and city centre. Those young people who are resident in 'The Flat' from Monday to Friday also live either with parents/carers or are resident in a local Children's Community Homes and return there at the weekend and holidays.

The young people are cared for by Child Care Officers, supervised by the Headteacher. The Flat comprises of individual study bedrooms off a single corridor with sleeping in rooms at either end. There are showering and toilet facilities, a newly refurbished bathroom, a sitting room with television and a dining kitchen where young people can make snacks and complete school work under the supervision of the care staff. The school provides a structured regime designed to reward good behaviour and sanction poor behaviour whilst providing a structured educational programme for the young people, supported and endorsed by the care staff.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Millgate Residential Special School has produced extensive information, policies and procedures which underpin the excellent package of pastoral care which the school provides for the young people. It is clear that the Headteacher and staff have undertaken a great deal of work to produce information of such a high standard. The school provides a balance between young peoples' rights and responsibilities in accordance with good parenting and uses the Emotional Literacy and Independent Living Skills programme to encourage self-advocacy.

The staff and young people interacted in a positive manner. Staff reinforce good behaviour through discussion, negotiation, example, praise and positive reinforcement. The school is commended for the structured but caring and supportive way that good behaviour is reinforced and bad behaviour discouraged. The school provides a range of activities and positively encourage young people to continue with hobbies and activities enjoyed prior to joining Millgate.

The residential Flat is comfortable and well furnished. The school has been refurbished over the last three years and areas of the school are in good repair and painted in pleasant pastel colours.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school is recommended to incorporate into the young peoples' handbook and parent information, contact details of the National Care Standards Commission and to list contact numbers for concerns or complaints near to the young peoples' telephone. Although the school has a designated, locked medical room it is recommended that all medication is secured within a locked cabinet. To maintain and improve the high standard of care provided at Millgate it is recommended that a structured in house training programme for care staff as detailed in Residential Special Schools, National Minimum Standards Department of Health, Appendix 2 (2002) is implemented.

To further ensure the safety of the young people in its care the school is recommended to expedite the outstanding work regarding the replacement of fire doors required by the fire service of which the Headteacher is aware. In addition the school is recommended to revisit and re-evaluate the area risk assessments, which were completed in 1999.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Millgate Residential Special school provides an excellent package of care for young people with Emotional Behaviour Disorder. The schools Head of Care is on long-term sick leave. It is acknowledged that the Headteacher has been unable, for procedural reasons, to recruit cover for the Head of Care and that two members of staff have taken on the Head of Care's responsibilities. However, it is recommended that this situation should be expeditiously resolved. Whilst other care staff have incorporated this role, the overall impact is to reduce time which should be spent with the young people and on specific care responsibilities and promoting positive social outcomes.

Even so, the Headteacher and staff are committed to high standards of care and support for the young people. This was evident throughout the inspection and reinforced by the young people and through the questionnaires received from parents, staff and by placing officers; words such as 'committed' and 'dedicated' used in relation to the care provided by the staff at Millgate.

The Headteacher, staff and young people were helpful and supportive throughout the inspection process. All policies, procedures, inspection files, staff files and young peoples files were made available to the inspector.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

**Notification to be made to: Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection fully implemented?

N/A

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action
1	RS4	The school is recommended to incorporate into the young peoples' handbook and parent information, contact details of the National Care Standards Commission and to list contact numbers for concerns or complaints near to the young peoples' telephone.
2	RS14	The school is recommended to secure all medication within a locked cabinet.
3	RS26	The school is recommended to expedite the outstanding work regarding the replacement of fire doors required by the fire service of which the Headteacher is aware. In addition the school is recommended to revisit and re-evaluate the area risk assessments, which were completed in 1999.

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	RS29	The school is recommended to provide a structured in house training programme for care staff as detailed in Residential special Schools, National Minimum Standards Department of Health, Appendix 2 (2002).

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	NO
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	NO
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	NO
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	13/03/03
Time of Inspection	09.30
Duration Of Inspection (hrs.)	23
Number of Inspector Days spent on site	3

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="9"/>
GIRLS	<input type="text" value="0"/>
TOTAL	<input type="text" value="9"/>

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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?

4

Millgate School has developed a comprehensive Statement of Purpose, within a variety of documents and policies, which include the School Development and Improvement Plan, Pastoral Care Policy, Governors' Report to Parents, the Policy for Personal and Social Development and Emotional Literacy and throughout the policies and procedures of the school. These reflect the school's commitment to the educational needs of the young people and the provision of care, experiences and expectations of the young people in the school who are resident during weekdays.

The school's Statement of Purpose fully details the school's aims, objectives, facilities, staffing levels and staff qualifications, advocacy, health & safety issues and children's rights as well as individuals roles and responsibilities. Additional information regarding relevant procedures such as admission, complaints, and fire safety are detailed within the documentation.

The school is to be commended on the quality and range of information produced within its Statement of Purpose, student Handbook and policies and procedures documentation. It is clear that the Headteacher and staff have undertaken a great deal of work to produce information of such a high standard.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	3
<p>The rights of young people are outlined in the Statement of Purpose, Complaints Policy, Anti Bullying Policy, Race Equality Policy and student Handbook. Young people may attend all social service reviews, school and family meetings. All meetings are held in private and young people are free to stay or leave, as they wish. The inspector attended a 'Review of Arrangements' where a young person was present and able to contribute to the process. The young people have a primary care worker who acts as an advocate and any parental concerns are addressed through primary workers, Senior Care Leaders or the Senior Management Team or directly to the Governors or Leicester Education Authority (LEA). Young people are able to comment on new school rules but not necessarily change them.</p>		

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence	Standard met?	3
<p>Young peoples' rooms remain private unless staff need to investigate a disciplinary offence e.g. hiding illegal substances. Young people are able to make telephone calls in private except where there are Child Protection issues. In such cases adult supervision is provided and is as discreet as possible. The young person who showed the inspector around The Flat confirmed this.</p> <p>The school provides a balance between young peoples' rights and responsibilities in accordance with good parenting and uses the Emotional Literacy and Independent Living Skills programme to encourage self-advocacy.</p>		

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

2

The school records all complaints in the Complaints Log. Everyday concerns are discussed and resolved when ever possible. This was observed during the course of the inspection. In the Parents' Questionnaire one parent said that they had not been given written information about how to make a complaint and the young people were unaware of the National Care Standards Commission role in complaints.

The school is recommended to incorporate into the young peoples' handbook and parent information, contact details of the National Care Standards Commission and to list contact numbers for concerns or complaints near to the young peoples' telephone.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school has a Child Protection Policy and Policy on Minimising the Risk of Abuse. All staff read and sign the policy documents. There is a named person who provides onsite training in child protection who is responsible to the Headteacher and co-ordinates action within the school and liases with external agencies. The school has clear procedures to follow outlined within the policy and also follows Government Guidelines, "Protecting Children from Abuse".

All information is securely stored on a computer system, Eclipse 2000, which has various levels of access.

Child protection forms part of the staff induction, supervision and ongoing training programmes.

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
<p>The school has an Anti Bullying Policy underpinned by The Child Protection Policy, The Pastoral Care Policy, the Complaints Policy, The Race Relations Policy, and The Privacy and Confidentiality Policy. The Child Protection Officer for the school receives training by the Leicester Education Authority (LEA) and Social Services. The Student Handbook describes in detail what constitutes bullying and how it is managed. The school has a system of warnings and an anti bullying programme. Persistent offenders, in extreme cases, may be excluded from the school.</p> <p>The young people said that there was bullying in the school but felt that they could tell staff and would be listened to.</p> <p>Written guidance to staff makes it clear that failure to report bullying is a disciplinary offence.</p>		
Percentage of pupils reporting never or hardly ever being bullied	X	%

Standard 7 (7.1 - 7.7) All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.		
Key Findings and Evidence	Standard met?	3
<p>The school fully complies with this standard both in specific and general child protection issues.</p> <p>The school has recently had a problem with some of the young people climbing on the roof. This was reported to the National Care Standards Commission, Health & Safety and the LEA. The Headteacher has identified a contractor to install safety features to deter the young people from climbing on the roof in the future.</p> <p>Child protection procedures are currently under review.</p> <p>The local Authority Child Protection Officer and Social Services provide training and guidance for the Headteacher. The Area Child Protection Team Manual guides policy and practice and provides the foundation for staff training. The LEA and Social Services also train the Child Protection Officer who cascades training to all staff members.</p>		
NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:		
• conduct by member of staff indicating unsuitability to work with children		0
• serious harm to a child		0
• serious illness or accident of a child		0
• serious incident requiring police to be called		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 an Attendance Policy, a Behaviour Policy, and a policy regarding Non Attendance and Truancy.</p> <p>Attendance is recorded. Parent/cares are informed the same day if a young person absconds from school. Absconders are registered and recorded to identify trends. Police and parents/carers are informed within an hour if the young person does not return to school. Police involvement may be discussed with parent/cares unless the young person is deemed to be of high risk. This procedure is flexible depending on the history, vulnerability and age of the young person e.g. the young person may be believed to be hiding in the school grounds. The Education Welfare Office (EWO) attends the school and can require that a doctor's letter support all absences after two weeks of unauthorised non-attendance. The EWO may take legal steps against the parents if non-compliance persists.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		2

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence

Standard met?

3

The school has a Behaviour Policy and Practice Guidelines which promote Responsibility, Education, Safety, Perseverance, Excellence, Caring and Tolerance = **RESPECT**. This policy encompasses the Physical Intervention Policy and Guidelines and outlines the duty of care and responsibilities imposed on individual staff and the school. The school also has a policy statement for the promotion of pupils' self esteem, health and emotional well being developed through the Key stages of their educational life to prepare them for citizenship. The staff and young people interacted in a positive manner. Staff discussed and reinforce good behaviour through discussion, negotiation, example, praise and positive reinforcement. This was observed throughout the course of the inspection.

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

The school has a Behaviour Policy, Physical Interventions Policy and Guidance. The Behaviour Policy has a points system whereby the young people can earn up to 600 points per week which are recorded on the young person's Weekly Progress Record and are added to the young persons record of progress. The points system reinforces good and positive behaviour and was observed in practice during the inspection with young people pointing out their own positive behaviours and asking for extra points.

Millgate use the TEAM TEACH method of managing behaviour and of physical interventions. All physical interventions are recorded on Eclipse 2000 which is regularly analysed and identifies problems and informs practice. Sanctions are also used and vary in severity according to the transgression and are recorded. All sanctions, interventions and serious interventions are recorded.

Some of the young people and parents (through the Parent Questionnaires) said that the system was hard but acknowledged that it was very fair.

The school is commended for the structured but caring and supportive way that good behaviour is reinforced and bad behaviour discouraged.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

3

The school has an Admissions Policy. All young people attending the school have a Statement of Special Educational Need by the Local Authority. During the inspection process the inspector ate and spent an evening with the young people and care staff. Menus were varied and nutritious with choices including a vegetarian meal. Those young people who are resident from Monday to Friday are fully supported by care staff with schoolwork and evening activities.

All of the young people had a health record and the school nurse visits the school regularly. Young people were wearing their own clothes after school hours but the school does not manage any of the young peoples money, although small amounts can be handed to a member of staff for safe keeping if required. Leaving arrangements are the responsibility of parents/carers or the Local Authority. However, the school provides Emotional literacy classes and Independent Living skills. Young people can earn extra nights at home and the young person's primary care worker works closely with parents/carers and Social Services to provide support and develop independent living skills. The school assists young people into further education or employment at the end of their school life.

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?	3
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The school fully complies with this standard as detailed in Standards 8 & 11. In addition, the school day is structured and detailed in the student Handbook with fixed times for breakfast, registration, lessons, breaks, homework club, activities time and tea time at the end of the day when the young people who are resident return to the flat and are supervised by care staff. Young people who are disruptive during the day may, as a sanction, spend time in the Behaviour Suite. This is a room with soft furnishings where they are isolated, with a member of staff, for a short period. Details of the incident and times are recorded. The suite is fully observable from the corridor.

Standard 13 (13.1 - 13.9)
Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence	Standard met?	3
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The school provides a range of activities and positively encourage young people to continue with hobbies and activities enjoyed prior to joining Millgate, such as football. The school also has a small but well stocked library. The school has hard and soft play areas including a football pitch. The school take part in many activities e.g. swimming at the local leisure centre, inter school football matches, camping, off road biking, hiking, rock climbing and orienteering. During the course of the inspection the young people, accompanied by the care staff, went swimming as an after school activity. A teacher, who is also a trained instructor, helped the young people to risk assess climbing. The inspector accompanied a group of young people and staff to Moat College where they spent an hour, under supervision, on the climbing wall. This was an enjoyable experience and highlighted the professionalism of the staff whilst working with the young people.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?**

2

Young people have a health record in their individual files. The young person's primary worker monitors their health and well being and there are regular visits by the school nurse. Parents/carers or the Local Authority retains overall responsibility for the young people's medical care. However, care staff support young people where necessary e.g. going to the dentist or hospital appointment. Young people remain with their own General Practitioner.

The school has an Administration of Medicines Policy and Guidelines. Prescribed medicines can be stored safely and administered by staff on the instruction of the young person's doctor. The school has specific guidance for giving non-prescription medicines. All medication administered by staff is logged and signed.

The school have a dedicated medical room.

On the day of inspection there were some prescription medicines on top of a cabinet but within the locked medical room.

The school is recommended to secure all medication within a locked cabinet.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

3

The school provides meals cooked on the premises in an industrial kitchen. The school has a cook, an assistant cook and two kitchen assistant. All have food hygiene certificates. The school has a Service Agreement with the City Catering Consultants to ensure that standards are maintained. The young people and staff take all main meals together in the communal dining room. Choices are offered. The young people in residence have the opportunity to cook supper under supervision if they wish. This was observed during the evening spent in The Flat with the young people. Special dietary requirements can be catered for as required. A vegetarian choice is always offered. The inspector had a satisfactory lunch with the staff and young people.

When asked the young people were not entirely positive about the food provided. However, the inspector noted that those who complained ate heartily and asked for 'seconds'.

A parent mentioned in the Parents' Questionnaire that she was made welcome at the school where, on occasions, she had enjoyed lunch.

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

Parents/carers or the community home are responsible for providing clothing, personal toilet requisites and personal pocket money etc for the young people at Millgate. The school has a dress code and a 'dress down' day on Friday's. However, the school has a stock of necessary items to fill any shortfalls at no cost to parents where this is required. School clothing can be loaned on a short-term basis if the need arises. Spare clothes are kept in stock for emergencies, which may arise during the school week.

All the young people living in 'The Flat' were wearing their own clothes and looked clean and cared for.

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 are recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

All of the young people at Millgate have a statement of special educational need. The statement is part of and informs the young persons placement plan. Each young person is allocated a key worker, known as the *primary worker*, but may choose any staff member as a counsellor or confidant.

The placement plan also includes family and communication details, cultural, religious and leisure pursuits. All young people have a 72 Hour Post Admission Meeting, which the young person may attend. In addition, the records detailed individual health requirement. Medical records are kept in the medical room.

The plans were reviewed, signed and dated and evidenced communication and discussion between the class teacher and the primary worker. Periodic *Review of Arrangement Meetings* are held and include written comments by the young person who can attend if they wish to do so. Review dates are dependant on the needs of the young person. The annual review consolidates the planning process.

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?**

3

All residential young persons' files were reviewed. All contained the required information, were comprehensive, signed and dated. The young peoples' files are kept in a secure office. Daily records kept by the teaching and care staff are stored securely in lockable cabinets within locked office accommodation. The school uses Eclipse 2000 computerised system which has varying levels of access, also kept in a secure office, to store behavioural records. The young people said that they would ask if they wanted to see their records and the Headteacher confirmed that this would be arranged the school is recommended to provide this information in the student Handbook.

All records are stored in accordance with the Data Protection Act.

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

Staff personnel files contained the required relevant information such as personal details, qualifications, training, and Criminal Records Bureau checks although some information relating to employment is kept centrally by the human recourse department at the Leicester Education Authority.

The school has a signing in/out book detailing visitors to the school and a diary of school events.

Duty rosters for care staff were in order and representative of the care staff on duty.

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

As part of the admission process parents/carers and the child agrees the placement plan and meets the primary worker. A home visit is made and the young person undertakes a one-month induction period.

At the time of the inspection one young person did not have parental contact due to court welfare concerns. Although on the school role the young person was not currently resident due to extenuating circumstances.

Some of the young people live with their parents at weekends and during the holidays; others live in Local Authority Community Children's Homes. The primary workers make weekly phone calls to parents or the Local Authority Community Children's Home. Parents/carers are welcome to call at the school and are kept informed. This was confirmed in the returned Parent Questionnaires. Home visits are made as required. Parents can attend review meeting if they wish to do so.

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?**

3

Millgate provides classes in Emotional Literacy and Independent Living skills to improve self-confidence and self-assurance for the young people. The school supports and encourages parents to participate in their child's care or the school liaises with Social Services if the young person is in care.

The young people can 'earn' nights at home for positive behaviour and may transfer to day-boy status before leaving the school.

Young people resident in The Flat are supported to acquire independent living skill appropriate to their age by the care staff. Young people are able to prepare and cook snacks, keep their rooms tidy and generally develop a responsible attitude to other pupils and the staff.

The school assist and support young people to pursue careers or further educational opportunities as evidenced in the young peoples files and the Governors' Report 2001-2002.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

The school adopts a strategic multi-agency approach to provide individual support and guidance to the young people in its care. The school does not have any young people with specific physical or mental disabilities.

The school works with CAMS, Westcoates Paediatric Medical Services, Leicester Royal Infirmary epilepsy and haemophilia services, Family Support Services, LORAS (for bereavement support), Social Worker drug counselling support, Youth Offending Team (YOT), specific workers in drug and mental health issues, and the Intensive Supervision Team (ISP). The list is not exhaustive.

The school supports the religious and cultural beliefs of young people both individually and collectively. Religious education and school assemblies' address and support cultural diversity. Individual requirements can be catered for e.g. vegetarian meals and visits to family in India.

The inspector attended a Review of Arrangements where a young person was present and able to contribute to the process. The inspector found this invaluable. Whilst it was noted that most of the panel, including the Headteacher, primary worker and manager of the Children's Home engaged with the young person there were persons on the panel who did not make eye contact or appear to listen to the young persons remarks.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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Millgate Residential Special School is primarily an educational establishment for boys. The young people are Statement of Special Educational Need and have emotional behavioural difficulties (EBD). The school has a five day, Monday to Friday residential facility and at present accommodates 9 young people. The school, including the residency is an older style building in a residential area within the city and is close to all local facilities including shops, leisure centre, parks and approximately 5 -10 minutes travel by bus to the local library and city centre. Those young people who are resident in 'The Flat' from Monday to Friday also live either with parents/carers or are resident in a local Children's Community Homes and return there at the weekend.

The young people are cared for by Child Care Officers, supervised by the Headteacher. The Flat comprises of individual study bedrooms off a single corridor with sleeping in rooms at either end. There are showering and toilet facilities, a newly refurbished bathroom, a sitting room with television and a dining kitchen where young people can make snacks and complete school work under the supervision of the care staff. The school provides a structured regime designed to reward good behaviour and sanction poor behaviour whilst providing a structured educational programme for the young people, which is supported and endorsed by the care staff. The school has been refurbished over the last three years. All areas are in good repair and painted in pleasant pastel colours.

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 residential accommodation is known as The Flat is a separate area on the first floor which is reserved for residential young people. The flat comprises of a sitting room with television and comfortable seating, a dining kitchen where the young people can make snacks in the evenings under care staff supervision. Each young person has a single study bedroom. The rooms viewed were simple in design and décor, clean and in good repair. The rooms have a notice board for posters. Rooms are kept locked throughout the school day when access is restricted. The care staff unlock the rooms in the evening when the young people return to The Flat. One young person said that this was a good arrangement and 'stopped his stuff getting nicked'. The rooms were less personalised than would be expected of young people who were resident seven days a week.

There are sleep in rooms for the staff, one at each end of the corridor where the young peoples rooms are situated.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

The Flat has sufficient showers, toilets and a recently refurbished bathroom on the ground floor. Showers are of individual cubicle design with shower curtains. Bathroom and toilet doors are lockable with staff access if required. Showers and toilets need some attention to the paintwork on the walls and ceilings.

There are no special adaptations, as the school does not accommodate young people with physical disabilities.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence

Standard met?

2

The school does not accommodate vulnerable or disabled children therefore not all of Standard 26 applies.

The Asset Management Plan through the Local Authority manages and maintains school property. Central Heating boilers and electrical appliances are regularly checked. Fire drill are carried out and recorded. Fire alarms, emergency lighting and fire equipment are tested regularly. The school has risk assessments for areas throughout the school conducted in 1999.

Risk assessments are evaluated on individual young people and activities. All outdoor, adventure activities are risk assessed, supervised and agreed by the LEA or parents. This was demonstrated during the inspection in relation to an outing to the climbing wall at Moat Community College. Potential problem areas, which may pose a risk, are either risk assessed and/or supervised or out of bounds to the young people and detailed in the student Handbook.

The school is recommended to expedite the outstanding work regarding the replacement of fire doors required by the fire service of which the Headteacher is aware. In addition the school is recommended to revisit and re-evaluate the area risk assessments, which were completed in 1999.

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?

3

Millgate school has a recruitment policy in accordance with Leicester Education Authority guidance. The Headteacher at Millgate school ensures that all members of staff who work directly with the young people will have Criminal Records Bureau (CRB) checks. At present all but one staff member recruited since the introduction of CRB check have been cleared. Established staff have been policed checked prior to appointment and will have CRB checks completed in the near future. Staff files evidence that checks have been or are being carried out. All new care staff appointments are subject to CRB satisfactory checks.

Total number of care staff:

12

Number of care staff who left in last 12 months:

0

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

The school fully complies with this standard.

The young people are under the care and control of the teaching staff during the school day. However, care staff are available during the day to provide support to the young people if problems arise.

During the evening there are usually three or four care staff and after 10pm there are two sleep in staff with either the Headteacher or deputy head teacher on call.

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
<p>The school has a Continuing Professional Development Policy. The Deputy Headteacher is staff development Office and identifies specific staff training requirements. There are 4 designated training days per year.</p> <p>Opportunities are provided both in house and by external agencies such as LEA, Area Child Protection Committee and Team Teach. All care staff are able to participate in National Vocational Qualification (N V Q) training Level 3 – Child Care. Three care staff have N V Q Level 3- Child Care with two more awaiting certification.</p> <p>Care staff indicated that they would benefit from regular in house training/updating programmes relating to child care issues.</p> <p>The school is recommended to provide a structured in house training programme for care staff as detailed in Residential special Schools, National Minimum Standards Department of Health, Appendix 2 (2002).</p>		

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?	3
<p>The school has an organigram which denotes clear lines of responsibility for care staff. The school has a Performance Management Policy and a Policy for Supervision and Performance Management of Pastoral and Care Staff. The school has an external advisor who provides advice to the Governing Body’s representatives on the setting of performance targets for the Headteacher. Nominated governors review the Headteacher’s performance. Appraisals and supervision are cascaded through the Headteacher to the Deputy Headteacher to the Team Leaders and down through the care staff team. Supervision is provided both on a formal and informal basis. Care staff receive formal supervision weekly. Team leaders are supervised monthly and there is group supervision on Fridays, which includes Team Leader’s Group Supervision. Supervision consists of staff performance, professional development targets, objectives and time scales and is signed and dated by both parties. Supervision informs yearly appraisals.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The Head of Care is on long-term sick leave. The Headteacher has divided the responsibilities between two members of staff. The staff have job descriptions and clearly defined lines of responsibility. The governors via the School Development Plan monitor the school. The school also has a School Improvement Committee and Financial Committee. In addition the LEA Inspector visits and monitors the schools standards. The school also employ a Business Manager who reports to the Headteacher and to the school governors.

It is acknowledged that the Headteacher has been unable to recruit cover for the Head of Care and that two members of staff have taken on the Head of Care's responsibilities. However, it is recommended that this situation should be expeditiously resolved.

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

40 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

The Leicester Education Authority audits the school every 2-3 years. Where a problem is identified this would occur more frequently and emergency measures implemented and monitored. The Headteacher's report regarding welfare and care provision is detailed in the in yearly Visiting Governors Report. The schools computer system, Eclipse 2000, monitors incidents. However, with 65% of young people involved with Youth Offending Team police involvement may be higher at Millgate than other residential special schools. Nevertheless local police visit the school on an informal basis to maintain and improve relationships with the young people.

Care staff meetings, group leaders, care staff meetings and senior management meetings are minuted.

The school risk assesses all high activities undertaken by the young people.

All school records were in order, reviewed, signed and dated as required.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

3

The school has half-termly visits from various responsible persons. These include persons who are governors of the school and include the local curate, who attends school assembly every two weeks.

Written records of visits were available, the latest being a *Visiting Governors Report, 7th January, 2003*. Other visiting professional include the Educational Welfare Officer and Educational Psychologist who also monitor standards. Some visits by school governors are unannounced.

Written reports of visits are available to the Headteacher, having been passed through the clerk to the governors. The Headteacher may not necessarily receive these within two weeks. The school also produces a yearly Governors' Report To Parents covering all aspects of educational and care provision. This report informs and forms the schools Statement of Purpose. All inspection reports were made available to the inspector.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not Applicable

Lay Assessor Not Applicable **Signature** _____

Date _____

Lead Inspector Carole Burgess **Signature** _____

Date _____

Locality Manager Sue Shaw **Signature** _____

Date _____

Public reports

It should be noted that all NCSC inspection reports are public documents.

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 13th and 14th March & 2nd April 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the Head

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 29th May 2003, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the recommended actions in a timely fashion

NO

Action plan did not cover all the recommended actions and required further discussion

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

Public reports

It should be noted that all NCSC inspection reports are public documents. Reports on children's homes are only obtainable on personal application to NCSC offices.

D.3 HEAD'S AGREEMENT

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

D.3.1 I Katherine Howells of Millgate Residential Special 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 Katherine Howells of Millgate Residential Special 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 _____

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

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