



Making Social Care  
Better for People

# inspection report

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

## **King`s Mill School**

Victoria Road

Driffield

East Yorkshire

YO25 6UG

20th & 21st October 2004

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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

<b>SCHOOL INFORMATION</b>
---------------------------

**Name of School**

Kingsmill School

**Address**

Victoria Road, Driffield, East Yorkshire, YO25 6UG

**Tel No:**

01377 253375

**Fax No:**

01377 253405

**Email Address:**

Kingsmill.specialschool@eastriding.gov.uk

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

East Riding of Yorkshire Council

**Name of Head**

Ms Sarah Young

**CSCI Classification**

Residential Special School

**Type of school**

RSS

**Date of last boarding welfare inspection:**

08/12/03
----------

<b>Date of Inspection Visit</b>		20th October 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	1	Jayne Tilley	106300
<b>Name of CSCI Inspector</b>	2	Lynne Busby	
<b>Name of CSCI Inspector</b>	3		
<b>Name of CSCI Inspector</b>	4		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		N/a	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/a	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		N/a	
<b>Name of Establishment Representative at the time of inspection</b>		Mr Tim Gowthorpe, Head of Care.	

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

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

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

### **Part D: Head's Response**

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

## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Kingsmill School

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Kings Mill school is a local education authority provision, which provides specialist teaching to 68 children of nursery, primary and secondary age. The school's prospectus notes the aim of the school as providing 'a carefully structured curriculum for children with severe learning difficulties.'

The school offers a boarding element for some children, which is intended to support the educational progress of the child rather than be an alternative to care arrangement. There are currently 39 children who access the residential provision. The school operates a system of boarding that allows children to stay for two nights during the week or a maximum of three nights at the weekend. The residential unit accommodates a maximum of sixteen children. Only children over the age of five years board. Primary children board Monday and Tuesday nights, secondary children board Wednesday and Thursday nights. Children who opt to board at the weekend do not usually board during the week. Weekend boarding is offered for specialist programmes and children in primary and secondary school are not mixed.

The residential unit is on two floors. Bedroom accommodation is available on each floor and consists of 8 double and 3 single bedrooms in total. There are three bathrooms on the ground floor and two bathrooms and a shower on the upper floor. There is no lift between the two floors and this, therefore, limits accessibility to facilities on the first floor. Toilets number 7 in total. The unit has one communal dining room, three play rooms and a flat with common room, kitchenette and bathroom.

A well equipped outside play area is available for the use of children who stay at the residence. A sensory room is also available.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

- The emphasis upon relationship building between staff and the children remains a positive area of practice within the residence. Staff's knowledge of the children and focus upon individual planning and communication needs, along with good working relationships with parents and external agencies ensures positive practice with regard to safeguarding the children's welfare. Staff are able to detect changes in the children's behaviour or demeanour and take positive action to highlight possible underlying causes.
- The residential provision provides a 24-hour learning experience for the children and is clearly valued by both the children themselves and their families. Positive emphasis is placed upon working relationships between teaching and care staff.
- Positive practice is noted with regard to monitoring for the potential for bullying to occur and for early intervention to take place to diffuse the situation.
- Opportunities for consultation with children continue to be developed.
- The provision of activities both within and outside the school continues to be a very positive feature of practice.
- Children's health needs are positively promoted via multi-agency working relationships between the school and a range of health professionals.
- Positive emphasis is placed upon planned admissions to the residence and to the monitoring of any incident of unauthorised absence.
- The school maintains all required records.

## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- 16 of the 27 recommended actions relate to outstanding issues raised within previous inspections. What may have been considered to be minor shortfalls in practice initially are now increasingly deemed to be major shortfalls within practice due to the lack of action taken to remedy some situations and the length of time taken to resolve others.
- The Governing Body and LEA need to resolve outstanding issues relating to lack of funding. These primarily relate to the need for capital funding for building work and maintenance and increased funding to ensure that the staffing establishment enables more 1-1 working with children and provides opportunities for staff supervision, appraisal, development and access to training.
- Further development of the school's statement of purpose is required to ensure that it provides an accurate description of what the school sets out to do for the children it accommodates. This in turn requires development into a format understood by the children of the school.
- Improved provision of policies, procedures and guidelines for staff is required in a number of practice areas.
- Requirements for improved recording are noted within the following areas of practice; decision-making and action taken with regard to child protection concerns, ensuring proactive implementation of the complaints procedure by recording minor complaints, the effective recording of sanctions and physical interventions used within the school.
- Behaviour management practice must be underpinned by clear and consistent policies, which in turn must be supported by regular training.
- The current menu structure requires review to ensure children have a real say and a realistic choice in terms of the food provided for them.
- Monitoring of records and practice by the senior management of the school and the Governing body requires implementation in line with the associated national minimum standards.

**CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

This is the third inspection of the school in line with the National Minimum Standards for Residential Special Schools.

The overall quality of care provided by the school is good. This aspect of positive practice is underpinned by effective relationship building between staff and pupils and positive working relationships between the teaching and care staff.

Some of the main issues highlighted within the report stem from a lack of decision-making with regard to funding issues. These were identified at the initial inspection and now require expedient resolution by the Governing body and LEA to ensure that the positive approach of the school with regard to the welfare of its pupils is not further undermined.

It is accepted that the school continues to make forward progress in terms of its efforts to meet and adhere to the requirements of the National Minimum Standards. However, symptomatic of the outcome of this inspection is the lack of underpinning evidence in terms of policies and procedures and recording and monitoring systems to support the positive operational practice.

**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection 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:**

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

NO

**RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION**

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

**RECOMMENDED ACTION**

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

No	Standard*	Recommended Action	
1	RS1	The school's statement of purpose should provide a clear statement of the school's care principles, services and facilities provided for boarding pupils and should be in a format accessible to children. (Previous timescale not met)	28 <sup>th</sup> January 2005
2	RS3	The school should produce written guidelines on privacy and confidentiality, on providing personal and intimate care and on when it may be necessary to search a child's possessions. (Previous timescale not met)	28 <sup>th</sup> January 2005
3	RS3	Plans to improve the provision of bathing and toileting facilities and thereby improve privacy require implementation. (Previous timescale not met)	25 <sup>th</sup> March 2005
4	RS4	The school's complaints procedure should cover all information as identified within standard 4.3.	25 <sup>th</sup> March 2005
5	RS4	The school should demonstrate that minor complaints are listened to and recorded and ensure that children are provided with appropriate information regarding how to complain. (Previous timescale not met)	28 <sup>th</sup> January 2005
6	RS5	The school should have procedures, guidance and guidelines as stated in standard 5.5, 5.6 and 5.7. (Previous timescale not met)	28 <sup>th</sup> January 2005

7	RS5	Action must be taken to ensure that all decisions and action taken with regard to child protection concerns are recorded in detail.	31 <sup>st</sup> December 2004
8	RS6	A recorded risk assessment in line with standard 6.5 should be undertaken and information should be provided to children in a suitable format regarding the anti-bullying policy.	25 <sup>th</sup> February 2005
9	RS10	Practice/recording of sanctions requires review. The school should keep records of sanctions and physical intervention in the format outlined in 10.9 and 10.14. A policy on police involvement should be available for staff. (Previous timescale not met)	25 <sup>th</sup> February 2005
10	RS10	Policy guidance and practice with regard to care and control should be expediently reviewed and consistently implemented in accordance with issues raised within standard 10.	31 <sup>st</sup> December 2004
11	RS10	Evidence should be held on staff personnel files to indicate that staff have read, understood and signed a copy of the school's policies on measures of control, discipline and physical intervention.	28 <sup>th</sup> January 2005
12	RS15	The current menu structure should be reviewed to enable children to have a real say and a realistic choice in terms of the food provided for them.	28 <sup>th</sup> January 2005
13	FS15	Care staff involved in the preparation of food should receive the relevant briefing or training in safe food handling and hygiene.	25 <sup>th</sup> February 2005
14	RS23	The LEA and Governing body of the school need to seek an expedient resolution to outstanding issues relating to funding to improve the design and layout of the residential building. (Previous timescale not met)	28 <sup>th</sup> January 2005
15	RS23	An occupational therapist should carry out an assessment of the premises. (Previous timescale not met)	25 <sup>th</sup> February 2005
16	RS24	New carpets are required and subject to risk assessment, provision made for lockable storage.	25 <sup>th</sup> February 2005
17	RS25	The bath enamel in the flat requires replacement and separate showering facilities for staff should be available. (Previous timescale not met)	25 <sup>th</sup> February 2005

18	RS26	More regular fire drills for staff are recommended and evidence of review of the fire risk assessment and action taken to address issues raised is required.	28 <sup>th</sup> January 2004
19	FS26	Practice with regard to ensuring that all required risk assessments are undertaken requires review. (Previous timescale for outstanding risk assessment not met)	28 <sup>th</sup> January 2005
20	RS27	Gaps with regard to staff recruitment information require implementation.	25 <sup>th</sup> February 2005
21	RS28	The Governing body and LEA must ensure that issues regarding the staffing establishment are resolved.	25 <sup>th</sup> March 2005
22	RS28	The school's staffing policy must outline all aspects of 28.2 (Previous timescale not met)	25 <sup>th</sup> March 2005
23	RS30	Staff supervision, appraisal and personal development plans must be implemented. (Previous timescale not met)	25 <sup>th</sup> March 2005
24	RS30	Staff meetings should be held on a monthly basis. (Previous timescale not met)	31 <sup>st</sup> December 2004
25	RS31	Staff rotas should have time scheduled to ensure that all tasks identified with standard 31.5 occur without compromising the overall care of the children. (Previous timescale not met)	25 <sup>th</sup> March 2005
26	RS32	The head of school or a nominated senior member of staff must monitor and sign all records identified within standard 28.2 within the timescales identified. (Previous timescale not met)	28 <sup>th</sup> January 2005
27	RS33	The governing body of the school must ensure that consistent and effective action is taken to monitor the welfare of the children in the school. (Previous timescale not met). Any person undertaking such monitoring visits must have an enhanced CRB check.	28 <sup>th</sup> January 2005

#### **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	RS3	The school should have a written policy on consulting with children, their families and significant others.
2	RS5	Feedback from the ACPC with regard to the school's child protection procedures should be actively pursued.
3	RS5	It is advised that guidance is sought from the local childcare team with regard to establishing a protocol for liaison and advice on child protection concerns.
4	RS7	It is advised that the a written procedure for undertaking notifications is developed and that information with regard to POCA notifications is sought and made known to the appropriate staff.
5	RS11	It is advised that written procedures for admission to the school and residence are developed and incorporate information outlined within standard 11.2
6	RS16	The practice of maintaining a central fund for children's monies would benefit from review to ensure that practice as recommended by standard 16.7 is implemented.
7	RS18	Practice should be improved with regard to the consistency of information recorded and ensuring that all records are appropriately signed and dated.
8	RS22	It is advised that case files clearly identify the nominated independent advocate for each child, as outlined within standard 22.
9	RS23	It is advised that the use of the auditory monitoring system is explicitly outlined within the statement of purpose.
10	RS29	The process for accessing external training for staff would benefit from review.
11	RS31	80% of care staff should have completed their Level 3 in the Caring for Children and Young People or have qualifications that demonstrate the same competencies as NVQ by 2005.
12	RS31	Information provided to parents and children should include the contact numbers and addresses of the local social services authority and of the Commission for Social Care Inspection.
13	RS31	It is advised that clarification is sought with regard to the impact of the working time directive in respect of staff working hours, that the General Social Care Council code of practice is made available to all care staff and that guidance is sought with regard to care staff registration.

14	RS32	The system with regard to monitoring should also include an analysis of the information gathered and evidence of action taken.
15	RS33	It is advised that any member of the governing body who visits the school to check its operation against the statement of purpose or any other purpose should be CRB checked to standard level.

**PART B****INSPECTION METHODS AND FINDINGS**

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	NO
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NO
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO
Date of Inspection	20/10/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	38
Number of Inspector Days spent on site	4

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

## SCHOOL INFORMATION

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

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

### Key Findings and Evidence

### Standard met?

1

The school has a prospectus and work has been undertaken to supplement this with a statement of purpose. These documents require ongoing development to ensure that they provide an accurate description of what the school aims to do for the children it accommodates and what services and facilities are available. The statement of purpose needs to be an informative document, which clearly outlines aspects of practice as well as information as identified within standard 1.3. Current information tends to centre on the aims of the school. This needs to be broadened out to describe how the school sets out to achieve these aims and what children and their parents can expect from the school, including the residential provision. This remains an outstanding recommendation and needs to be expediently completed to ensure that the school has a clear statement of purpose, which then guides and reflects the policies and practice within the school and residential provision.

The statement of purpose should be available in a format, which is understood by children. The inspectors were informed that plans remain to produce a children's guide for children and young people. The head of care advised that work currently being undertaken in partnership with the Children's Society and pupils who use the residence will inform this process.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

**Key Findings and Evidence**

**Standard met?**

3

The school continues to develop opportunities to encourage and support children to make decisions about their lives and to influence the way the school is run. Staff take time to understand and learn a child's preferred method of communication and thereby promote their inclusion. The school has devised its own pupil questionnaire for use both within the school itself and the residential provision, which enables children to feedback their views regarding how the school operates and improvements that could be made. Evidence collated reflects a range of achievable options both from an individual need basis to more general comments regarding requests for more equipment and provisions. Improved evidence of feedback would be useful to enhance this developing area of good practice.

A joint project between Kings Mill school and the Children's Society, on behalf of the East Riding of Yorkshire's children's fund, has recently commenced. This practice of partnership working to enable children to be involved in decisions regarding the communities in which they live as well as influencing the way in which the school is run is to be commended.

The senior staff of the school and residence operate an open door policy for both children and their parents. Each pupil and their family/significant others are invited to attend the annual reviews held to discuss progress within the school and future plans. A home/school diary is maintained to both keep parents informed of their child's progress as well as providing an opportunity to share information. 21 (95%) out of the 22 parents' and placing officer questionnaires returned indicated satisfaction with the level of communication and care provided by the school. It is advised that a policy on consultation is developed to underpin the ongoing positive practice within the school.

**Standard 3 (3.1 – 3.11)**

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

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

1

There is a general awareness amongst the staff group of the need to respect privacy and confidentiality. This is demonstrated through practice and was observed during the inspection. Issues remain with bathing facilities being used simultaneously by a number of children for toileting, washing hands and bathing. This is especially the case when the younger children are in residence and requires ongoing review to ensure that practice enables the optimum level of privacy to be provided. The inspectors were informed that plans are in place to improve the facilities offered but are hindered by a lack of funding.

Children's case files are stored safely and securely. A number of records required for daily completion are held within the staff office. Staff spoken to know how to deal with and share information which they are given in confidence and/or when child protection concerns are raised. Children have access to a telephone in one of the lounge areas and are also able to take phone calls from the staff office phone. There is space for children to meet privately with visitors if required.

Staff receive training with regard to aspects of physical intimate care that may require medical intervention and with regard to moving and handling. However, the need for staff to be provided with appropriate guidelines in respect of helping with intimate care remains an outstanding recommendation. This also needs to reflect guidance with regard to working safely on a one to one basis.

Procedural guidelines with regard to privacy and confidentiality and searching a child's possessions remain outstanding recommendations and require expedient completion to prevent complacency of practice and to ensure that opportunities for privacy are maximised.

**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?**

1

No formal complaints have been made to the school or to the CSCI regarding the school since the previous inspection in December 2003. Discussion with the senior management of the school indicates that minor issues/complaints are received from time to time from parents and children but these are not recorded. The school needs to evidence that children and their representatives are being listened to by not distinguishing between minor and major complaints in terms of what is recorded. This remains an outstanding recommendation from the previous inspection. In addition, written information needs to be provided to children, in an acceptable format, regarding the complaint process and their avenues for complaint. Discussion with some of the older pupils indicated that they have a good awareness of who to talk to if they are unhappy in any way. This opportunity needs to be extended to all children.

14 (64%) of the 22 questionnaires returned from parents indicate that they have been given information regarding how to make a complaint.

The school has adopted the East Riding of Yorkshire Council's complaints policy. However, further information is required in respect of the appropriate handling of any complaint made against the Head of the school and also how external complaints from members of the local community are to be managed. (Standard 4.3)

The inspectors were informed that in house training with regard to complaints has been booked for December 2004.

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

0

**Number of above complaints substantiated:**

0

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

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

### Key Findings and Evidence

### Standard met?

1

The school has a copy of the local Area Child Protection Committee (ACPC) procedures and has further developed its own procedures in accordance with Appendix 1 of the National Minimum Standards. The inspectors were advised that the school's procedures were sent to the ACPC for consideration and comment in March 2004. Evidence of this is available. To date no feedback has been received and it is advised that this is proactively pursued to ensure that the school's procedures are consistent with the local policies and procedures agreed by the ACPC. An outstanding recommendation links to the need for the school to develop procedural guidance as outlined within standard 5.5, 5.6 and 5.7. Evidence of ongoing child protection is available but it is difficult to assess whether all staff have received updated training. The social services department has initiated no child protection enquiries during the past 12 months. However, inspection of incident records indicate that issues have occurred which involved potential child protection concerns. Of the three noted, only the most recent has been referred through to the local social services childcare team. Discussion with the head teacher and head of care indicated that the remaining two matters were discussed within school and involved liaison with parents. However, there is no record of these discussions, decisions made or actions agreed. It is imperative that such records are maintained in order to evidence the decision making process in the school with regard to child protection concerns. It is further advised that guidance is sought from the local childcare team manager, to whom all child protection referrals are made, with regard to establishing a protocol for liaison and advice on child protection concerns. Staff interviewed were confident about informing the senior management team if they felt concerned about staff practice. However, not all are yet familiar with the term whistle blowing. The inspectors were advised that in-house training on the whistle blowing policy is planned for December 2004.

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

0

<b>Standard 6 (6.1 - 6.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
<p>Observation of staff practice indicated that they are proactive with regard to monitoring for incidents of bullying and intervening effectively to divert the potential for such behaviour to occur. An anti-bullying policy has been developed and the inspectors were advised that in house training with regard to this aspect of practice has been planned for December 2004. The policy would benefit from inclusion of advice to children on what to do if a member of staff is bullying.</p> <p>The anti-bullying policy is not available in a format suitable for children to understand. This would be a positive way of demonstrating that the policy is known to and understood by children.</p> <p>A recorded risk assessment should be undertaken which incorporates the times, circumstances and places in which the risk of bullying is greatest should be undertaken.</p>		
<b>Percentage of pupils reporting never or hardly ever being bullied</b>	X	%

<b>Standard 7 (7.1 - 7.7)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>Discussion with the senior staff of the school indicate that they are aware of the need to notify the Commission for Social Care Inspection and other identified authorities of all events outlined within standard 7.2. It is, however, advised that the procedure for undertaking such a notification is outlined in writing and that all staff are knowledgeable about this process and who is designated to undertake the required notifications.</p> <p>With regard to notifying other authorities, it is noted that the school operates within a multi-agency arena and that information is readily shared with parents, local authorities and the DfES as required.</p> <p>No evidence was seen to indicate that the school has developed a system with regard to making the required notifications under the Protection of Children Act (POCA). It is advised that this information is sought via the local authority and made known to the appropriate staff within the school.</p>		
<b>NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:</b>		
• <b>conduct by member of staff indicating unsuitability to work with children</b>		0
• <b>serious harm to a child</b>		0
• <b>serious illness or accident of a child</b>		0
• <b>serious incident requiring police to be called</b>		0

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has developed a policy in relation to children who are absent without authority from school and/or who run away from the school. The inspectors were advised that there have been no incidents of children running away from the school over the past 12 months. A system is in place for monitoring unauthorised absences from school and liaison with the education welfare service undertaken as required.</p> <p>The previous inspection indicated positive practice with regard to appropriate risk assessments being undertaken and effective liaison with parents with regard to an incident of a child going missing from the school premises.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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
---------------------------	---------------	---

Observation of practice and discussion with children indicated that relationship building is a key and positive feature of practice within the residence at Kings Mill School. There are clear boundaries with regard to behaviour, which are set and maintained by the staff. Staff were able to demonstrate both through discussion and through their practice that they are able to balance the needs of the individual and group needs at any given time. There has been very little staff turnover and therefore this has enabled continuity in staffing to be achieved. In addition, there are occasions when staff within the residence support children in the school and vice versa. This further supports continuity of staffing for the children. Observations and discussion with the young people indicated that they are generally very happy during their time within the residence.

Feedback from parent questionnaires was predominantly very positive with regard to the level of education, care and support provided to their children. One parent noted ' they don't just do a good job. They do an excellent job at Kings Mill School.' This sentiment is repeated in the majority of parent questionnaires. Concerns that were raised were linked to the need to provide extra funding to enable greater staffing flexibility and improved facilities.

**Standard 10 (10.1 - 10.26)**

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

**Key Findings and Evidence**

**Standard met?**

1

The inspectors were advised that the LEA has not adopted any particular technique with regard to the management of behaviour within residential special schools within the East Riding of Yorkshire and each school is left to devise its own programme. Guidance with regard to care and control and the use of sanctions has been updated since the previous inspection. However, concerns are noted with regard to the level of incongruity between actual practice and the policies provided.

Of particular concern is the level of confusion between staff as to whether the school operates a policy of physical intervention or not. Some staff are clearly of the view that a 'no restraints' policy operates within the school. However, this is not reflected within the care and control policy. As well as useful guidance regarding the use of diffusion and positive reward interventions, this policy also refers to a range of physical interventions that can be used. These include the use of floor restraints and children being held 'face down'. The inspectors were satisfied that this technique has not been used within the school and expressed grave concerns regarding its appropriateness in relation to the children who attend the school. Further concern is expressed by the lack of regular training updates provided to staff with regard to the care and control policy. It is imperative that policy guidance and practice within the school is urgently reviewed and consistently implemented to ensure that children are properly safeguarded by clear and consistent policies and practice, which are in turn underpinned by regular training.

There is clear guidance regarding acceptable and unacceptable sanctions, although the latter require further development to ensure that all prohibited sanctions as outlined within standard 10.6 are included. No sanctions have been recorded since the previous inspection in December 2003. However, it is difficult for the inspectors to determine whether this is due to no sanctions being required or a practice issue with regard to the need for sanctions to be recorded. This would benefit from review within the staff team and senior management of the school.

Positive developments are noted with regard to the head teacher routinely signing all incident reports. Ongoing development is required to ensure that incident recording is more detailed and evidences outcomes. Where physical interventions are used, recording should be in line with standard 10.14. Positive behaviour plans are also used for some young people to clearly record behaviour management plans for certain areas of targeted behaviour.

An outstanding recommendation links to the need for a policy on police involvement within the school to be developed. Evidence should also be held on staff personnel files to indicate that staff have read, understood and signed a copy of the school's policies on measures of control, discipline and physical intervention.

## 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
<p>Positive evidence of planned admissions to the residential provision is available. Access to boarding in the residential unit is tailored to the individual's needs. Usual practice involves children visiting for evening meals and activities and this building up to an overnight stay. Once children have become accustomed to the unit, stays can become more regular. Although the school has a known admission procedure, it is advised that this is written and incorporates information outlined within standard 11.2. All children admitted to the school are preceded by appropriate documentation and information and the inspectors were advised that children are not admitted under emergency situations.</p>		
<p>Transition meetings are held for young people who are preparing to leave the school and these assist with planning for a child's further education and/or providing support and information. Young people spoken too during the inspection were clear about their future plans and the range of opportunities available to them</p>		

**Standard 12 (12.1 - 12.7)**

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

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

3

A written policy has been developed to underpin the all-encompassing approach to providing educational support and pastoral care. This policy reinforces the school's approach to providing a 24-hour educational programme for pupils who require this service and outlines how the links between the school and residential provision are achieved.

Care staff are familiar with the educational needs of the children in their care and are able to contribute to the annual review process. Evidence of meetings between care and school staff was available on files inspected and some care staff also undertake support work in the school.

Space for homework is at a premium in the residential unit. However, little is given to the children in the form of written work. Homework tends to be experiential learning that is continued from the day in school, or a visit to a place of interest.

**Standard 13 (13.1 - 13.9)**

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

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

4

Practice with regard to activities provided remains very positive and children in residence during the inspection were involved in a range of activities both within the residence and in the local community. Children spoken to report that they thoroughly enjoyed their time at the local swimming pool and had also been invited to attend a disco at another local school. This event was very much enjoyed and featured regularly in excited discussions around the tea table.

Records in diaries and on residential diary sheets show when and how children are involved in local events or when and what they do in the unit. The school has its own hydrotherapy pool and this is extensively used. Development is ongoing with regard to the provision of a fully equipped sensory room. There are board games, footballs, snooker, and a Play station etc. available to the children, as well as television and videos and computers (systems are in place to ensure internet accessed material is screened). The school carries out individual risk assessments for children in their daily living and for group activities. The children are encouraged to participate fully in the community especially as part of their independence training.

**Standard 14 (14.1 - 14.25)**

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

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

This area of practice has seen positive development since the previous inspection in December 2003. Issues raised with regard to medication administration and recording have now been addressed and guidance completed with regard to the handling of medication brought onto the premises. The inspectors were informed that practice with regard to non-prescribed medication has been reviewed and is no longer used within the residence.

Medications are stored in the required double-doored cabinet and the keys are safely maintained within the staff office. Not all records evidenced that where required, two staff had signed with regard to the administration of medication. This would benefit from ongoing monitoring. (Reference standard 32)

The school has a positive approach to promoting personal and health education and this is reflected within the individual education plans and general ethos of the school. The school has positive links with health professionals who regularly visit the school and provide a range of health services for the children. The inspectors were informed that a school nurse has recently been appointed. The school is also participating in the healthy school's initiative.

Evidence of training with regard to moving and handling and the administration of rectal diazepam is available. From information available it was not possible to assess whether at least one member of staff on each shift holds a current first aid qualification, although the inspectors were satisfied that first aid training has been booked.

Information identified within standard 14.6 is maintained within the young person's school and residential files. Accidents and first aid treatment administered is recorded within the incident reporting system. The school is registered with the local health centre and is able to access advice and/or assistance as required.

Although aspects of recording require ongoing review the inspectors were satisfied that children are provided with a healthy environment and their health and intimate care needs are identified and positively promoted.

**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?**

1

Breakfast, dinner and tea were taken with the children during the course of the inspection. Concerns are raised with regard to the imposition of a new menu structure upon the children who attend the school and residential provision. Whilst the provision of a healthy choice is to be commended, the current process is too inflexible with regard to the choices available to the young people. Discussions with staff, including catering staff and observations at meal times indicates that the current process has, for some children, been a trigger for increased anxieties and displays of challenging behaviour.

The inspectors were advised that discussions are ongoing with the catering company designated by East Riding Council to undertake the provision of school meals. It is acknowledged by staff at the school that in order to make mealtimes a positive experience for all concerned, greater flexibility is required to encompass the dietary needs and learning experiences of children with severe learning difficulties.

The quality of the food provided was generally of a good standard and aside from the issues regarding choice and menu selection, the majority of children were observed to enjoy the food provided for them. It is recommended that the LEA reviews the current practice with regard to the provision of meals and ensures that children are offered a real say and choice in terms of the food provided for them.

The inspectors were advised that staff are at times involved in the preparation of suppers for the children. Where this is the case, staff should receive a relevant briefing or training in safe food handling and hygiene.

**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

Children bring their own clothing to school and are able to choose what to wear outside of schools hours. The school does have a stock of clothes for pupils' use during their stay should the need arise. Staff provide sensitive guidance when assisting females with sanitary protection, and items used are brought for the stay. Children bring an amount of money with them each time they attend and this is entered into a central fund. Money is only brought for purchasing personal items or for paying for activities. However, in line with standard 16.7, children should wherever possible, sign records relating to the safekeeping of their money and should be encouraged and assisted to manage and budget their own money. The practice of maintaining a central fund would benefit from review to ensure that practice as recommended by standard 16.7 is implemented.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

### Standard 17 (17.1 - 17.8)

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

### Key Findings and Evidence

### Standard met?

3

The school identifies planning information within the statement of special educational needs, the child's individual education plan (IEP), the key information sheet and where applicable, the positive behaviour plan. Information contained within this documentation covers all aspects of placement planning as listed within standard 17.5. Outstanding recommendations with regard to gaps in information have been addressed. Meetings between school and residence staff take place twice weekly and provide opportunities for plans relating to individual children to be discussed.

The school operates a link worker system based on groups of care staff who have the responsibility for ensuring that the children's IEPs are reviewed and new targets set for each term. These are then sent to the children's parents for consultation and completed evaluations are sent home at the end of each term.

The school contributes effectively to all statutory reviews undertaken. A positive emphasis upon communication within the school ensures that all young people are afforded opportunities to communicate and where possible, to be consulted regarding their future plans. Discussions with some senior school pupils indicated that they had a clear understanding of plans for their future.

**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

The school maintains a permanent and secure record of a child's history and progress at the school. Previous gaps in information have been addressed via a revision of the key information form. Records are archived appropriately by the school or passed onto the next school where required. Practice within the school seeks to ensure that children have access to information that is written about them. This is specifically the case with regard to the home/school/residence diary which reflects a child's progress upon any given day and which is kept by the child and discussed within the residence diary communication meetings.

Ongoing improvements are required with regard to consistency of recording and ensuring that all records are appropriately signed and dated. Information contained within the key information sheets is one area of practice that requires improved consistency. A file evaluation system has been developed. This is acknowledged to be good practice. However, evidence of file evaluation seen relates to September 2003 and is therefore not regular enough to effect any real change with regard to recording or file maintenance. Despite these gaps, the inspectors were satisfied that information recorded within the case files sufficiently reflected the children's needs, development and progress and reflect their individuality and group interactions. The need for ongoing improvements with regard to recording is strongly advised.

**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 and children's registers were not inspected on this occasion but were noted at the previous inspection to be accurately maintained. The school maintains all records identified within standard 19.2. Staff personnel records and accident records were inspected and were found to be satisfactory. With regard to personnel records, it is noted that some of the information identified, such as interview notes are maintained within the Human Resources department at East Riding Council. The head of care has endeavoured to access information relating to recruitment. Personnel records for staff who have been employed for many years have been more difficult to source information for. However, new staff records indicate that information has been obtained as required.

There are no people who live on the school premises.

A daily log, diary and visitors' book are appropriately kept. Duty rotas identify which staff are on duty, including sleep-in staff. Accident records are maintained and information transferred to the children's files via the incident reporting system.

**Standard 20 (20.1 - 20.6)**

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

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

3

Children are able to maintain telephone contact with their parents and other family members. Space is available for children to meet with visitors if required. Given that boarding provision is limited to two or three nights per week, such contact occurs infrequently.

Positive communication is noted with regard to staff contacting parents regarding any welfare concerns relating to their child. 95% of the questionnaire returned from parents indicated satisfaction with the level of communication provided by the school.

**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

The flat within the residence provides children with opportunities to develop their independence skills. In addition, daily life in the school and the provision of PHCSE education provides opportunities for children to develop their knowledge and skills required for adult life.

Evidence of the school's involvement in looked after children reviews is available. Discussions with the head of care and evidence provided indicated positive working relationships with placing social workers and an awareness of the requirement for the school to contribute to the implementation of any Pathway plans.

All children are subject to transition reviews and these begin the path towards planning for leaving school. Children generally stay within the school until the age of 16 years of age and then usually transfer to an adult day centre or college. As previously noted, some senior school children spoken were able to clearly outline their future plans.

**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 individual needs of the children are assessed upon admission to the school and throughout their school career. The inspectors observed that staff work hard to ensure that the children receive a level of individual attention to ensure that their needs are met. However, the current staffing issues, as discussed within standard 28, clearly impact upon the opportunities for 1-1 support for children.

The school is able to access a range of professional services to support the identified needs of the children. A number of health professionals visit the school on a regular basis. Details of such support are contained within the children's case files. In addition, the recent commencement of a project with the Children's Society is seeking to improve young people's understanding of their rights and participation.

The school curriculum focuses very clearly upon personal, social, health and sex education. This evidenced in number of ways, not least in the setting of targets for the children and monitoring of progress made.

For the majority of children, their parents will fulfil the role of the independent advocate, as outlined within standard 22.8. However, it is advised that the school undertakes a review exercise to ensure that staff are clear, for each child, who fulfils the role of independent advocate. It is important that the person/s identified are both independent of the school and the child's placing authority.

## 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?	1
<p>Whilst the residential unit it is well adapted for children with a learning disability, it presents difficulties regarding the use of aids and adaptations to support children with physical disabilities. Access to the first floor of the building is denied to some children due to there being no lift available. Standard 23.2 clearly states that 'the accommodation ensures that children with disabilities have all the necessary access to all parts of building and site that they need to use.' An external assessment has been undertaken with regard to the need for improved access between the two floors and a recommendation for the installation of a lift was made to the Local Education Authority, Special Educational Needs Section, in January 2004. To date no response has been received. A previous recommendation regarding the need for an occupational therapy assessment remains outstanding. Advice from the visiting occupational therapy team has been sought. However, further work is required to ensure that the OT assessment is achieved and any recommendations followed.</p> <p>Safety and security measures are adhered to and the play area is secured via a perimeter fence. Recent building works has seen significant improvements to the front entrance of the building and improved storage space within the unit. This in turn has resulted in the activity space for the children being spread throughout the building thus increasing the difficulties for staff in terms of supervision of the children. Plans have been recommended for an extension to the building, which will seek to improve both the single bed accommodation and an enlarged activity area. This will require a significant capital investment and discussions the head teacher and head of care indicated a level of uncertainty as to whether such funding would be forthcoming.</p> <p>Bedrooms have auditory monitors, which pickup distress noises and ignore a level of general background noise. Action has been taken to ensure parental agreement to the use of this system. It is advised that its use is explicitly outlined within the statement of purpose.</p> <p>Staff have developed positive links with the local community. On the day of the inspection the children were attending the local leisure centre for one of their regular swimming activities.</p>		

**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?****2**

The accommodation is brightly decorated and presents as a homely environment, with a range of activities available for the children. Staff have undertaken much of the internal decoration and they have also completed a range of displays within the residence. The head of care noted improvements that they would like to make to the décor of the building, both internally and externally but advised that funding is an ongoing difficulty and that fundraising to support such work is a constant feature within the school. Minor maintenance issues are undertaken as and when required. The main areas for improvement are the carpets and the sparse furnishings in some areas. In places carpets were very dirty and can detract from the other wise bright surroundings within the unit. One minor repair is noted with regard to the need to replace some tiling in the downstairs, girls' toilets. However, the inspectors were advised that this work is unlikely to be undertaken due to it being part of the larger plan to improve the quality of bathroom facilities in general.

Accommodation is either single or shared double bedrooms. Discussions with staff indicated that some children have chosen to share rooms and staff assess their compatibility. This process involves consultation with parents. Children use the same room during their stay in the residence. Bedrooms predominantly contain the storage, furniture and lighting requirements as outlined with standard 24.5 No provision is made for lockable storage. It is advised that staff undertake an assessment to determine children for whom this may not be suitable and seek to provide lockable storage for those children for whom this is appropriate. Evidence was available of children bringing in their personal possessions to personalise their rooms for the duration of their stay.

**Standard 25 (25.1 - 25.7)**

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

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

The residence has sufficient baths and toilets to meet the needs of the children. Action has been taken to ensure that appropriate locks are fitted to the toilets. Hot water temperatures were checked during the inspection and were found to be within a safe range, namely no hotter than 43 degrees C.

Issues relating to privacy in the main bathrooms remain an issue. Also, the lack of separate showering facilities for staff and hence their use of the children's shower is a continuing concern. A further outstanding requirement relates for the need for the corroded bath enamel in the flat bathroom to be replaced. The inspectors were advised that plans are in place to improve the facilities available but are hampered by a lack of available funding.

**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?**

1

All general equipment with regard to gas, electricity and hot water is maintained to the appropriate timescale and legislative requirements. A recent visit by a Fire Authority representative highlighted issues with regard to self-closing doors and the need for a smoke detector in one room. Work was being undertaken to address these issues during the course of the inspection.

A fire drill procedure is posted around the school and staff spoken to were aware of the emergency evacuation procedure. The school has two fire chutes from the first floor of the building. Fire drills involving staff and young people are undertaken annually and the head of care advised that this is in agreement with the local fire authority. However, due to staff rotas, some staff indicated that it had been some time since their involvement in a fire drill. It is therefore recommended that these occur more frequently for staff to ensure that they are competent with the procedures required and can safely and reassuringly assist the children should the need arise.

A fire risk assessment was undertaken in May 2003. This requires ongoing review/updating and evidence of action taken to address issues needs to be more readily available. Fire equipment was inspected in May and July 2004.

As noted previously, the hot water temperature was checked and did not exceed the recommended 43 degrees C.

Risk assessments for activities in the community are undertaken, along with individual risk assessments regarding behaviour, where required. However, in general terms the school requires a more proactive approach to identifying areas of risk, including the guidance outlined with standard 26.3, and ensuring that the required action is identified and adhered to. An outstanding recommendation relates to the need for a risk assessment on the use of cot sides in one child's bedroom and for written consent to be secured from the child's parents. Concerns are also raised with regard to the difficulties of using the hoist in the special care bathroom. The inspectors were advised that a health and safety inspection would be requested from the health and safety representative within school. Evidence of this having been completed is required. It is also recommended that guidance with regard to lone working; specific to the context of the residence is completed.

## 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?

1

The East Riding of Yorkshire Council has a standard recruitment and selection procedure. This procedure applies to employed staff, volunteers, students and guardians. Discussion with the head teacher indicated that the Council has adopted an intranet system, which requires all evidence of recruitment to be inputted before the system will accept the information. However, gaps are noted with regard to recruitment practice in terms of ensuring that qualifications are appropriately checked and with regard to direct contact being made by the school with each referee to verify the written reference. These gaps in safe recruitment practice require expedient implementation. Standard 27.2 also recommends contact by the school, where possible, with each previous employer involving work with children or vulnerable adults to check the reason the employment ended. CRB checks have been undertaken for all school employees. The inspectors were advised that the outcome for one check remains outstanding. This requires expedient follow up with the Criminal Records Bureau.

<b>Total number of care staff:</b>	21	<b>Number of care staff who left in last 12 months:</b>	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?**

2

An outstanding recommendation relates to the need for a staffing policy to be completed, as outlined within standard 28.2 and 28.11. The staff group in day-to-day contact with the children includes staff of both genders and the stability of the staff group has ensured that continuity of care is achieved. The head of care advised that there is usually five staff on duty in the morning and six at night. Staffing is reduced to four staff at the weekend due to the reduction in numbers of resident children. Two waking night staff and two sleep-in staff are available during the night.

Of specific concern to the inspectors is the impact of the current staffing establishment with regard to providing adequate support for the children and also allowing the need for staff development, supervision etc to be achieved. As outlined within a report to the Governing body in February 2004, the current staffing establishment is set for 669.5 hours per week. However, in order to ensure basic, adequate cover for looking after the children resident, the actual hours worked are 708.5 hours per week. Despite the additional hours worked, no time is allocated to plan for staff sickness, training, supervision, annual leave, staff meeting attendance and attendance at some pupil related meetings. The inspectors were advised that work is often undertaken by staff in their off duty time. The recent onset of NVQ training and the school's commitment to providing three hours of study time per week, has further exacerbated the pressures upon the staffing.

The head of school and head of care advised that they have placed a bid before the Head of Special Needs within the LEA for an increase of 100 staffing hours per week. However, of concern to the inspectors is that whilst welcome, this will only maintain the status quo, given the paid and unpaid additional hours already worked and is unlikely to impact upon areas of major shortfall in terms of staff development, training, appraisal and supervision.

Thus whilst the school ensures that the residence is staffed at or above the minimum level agreed, it is essential that the governing body and LEA ensure that issues with regard to the staffing establishment are resolved.

**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**

As noted, the potential for staff to undertake the required training is severely hampered by staffing issues as described above. Progress has however been made and staff have begun the NVQ level 3 training and evidence of training undertaken within the past year evidences that staff are equipped with the skills required to meet the needs of the children. In addition, the inspectors were advised that further training is planned in December with regard to whistle blowing, complaints and bullying awareness.

Discussion with the head of school indicated that there is a written induction pack and process to be followed. However, no new staff have been recruited since the previous inspection and it was therefore not possible to evidence this in practice.

Discussion with staff indicated that difficulties arise with regard to attendance at external courses and that at the point of application being made, courses were often oversubscribed. This would benefit from review.

The process of compiling staff training records via staff personnel files has commenced.

**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?****1**

The inspectors were advised that the process for formal supervision and staff appraisal to take place on a regular basis does not exist for care staff and this is severely hampered by staffing issues raised within standard 28. Supervision does take place informally. However this alone is not satisfactory.

It is imperative that a clear process is developed with regard to staff development and implemented within the residence. Staff require regular, formal, and recorded supervision within the timescales identified within standard 30.2. Supervision should cover all elements of practice outlined within standard 30.4. In addition, all staff should have their performance individually and formally appraised annually. This should include the completion of a personal development plan, which clearly outlines the level of performance achieved, targets for the coming year and agreed training needs to be met within the following year.

Whilst it is noted that monthly staff meetings have occurred this term, it is important that this continues. Evidence over the past twelve months indicates a level of inconsistency with regard to the frequency of staff meetings. Staff spoken to were keen for such meetings to occur. The head of school advised that full staff meetings occur each term.

The school has a smoking policy, which is known by staff.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.17)

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

#### Key Findings and Evidence

#### Standard met?

2

The Head of Care meets the requirements for training and experience as outlined within standard 31.2. Staff members in charge of the boarding provision are experienced childcare workers. Qualifications held are in HND in Early Childcare Studies, BTEC in childcare and two carers are NNEB trained. It has been difficult to establish 'equivalency' between the qualifications held and those of the NVQ level 3 qualification. Hence it is the school's aim for all staff to undertake NVQ training, including their waking night staff.

Of the 21 care staff employed 2 have the NVQ level 3 in Caring for Children and Young People or equivalent. 6 staff are currently undertaking this training, with a further 5 registered to commence the training in January 2005. Guidance has also been provided to assist with the assessment of the training requirements of waking night staff.

Evidence presented indicates that information to parents, as outlined within standard 31.10, is provided verbally to parents and their children. However, this requires more formal distribution along with the completion of a children's guide. Evidence provided should also contain the contact numbers and addresses of the local social services authority and of the Commission for Social Care Inspection.

Staff rotas should have time scheduled to ensure that all tasks identified with standard 31.5 occur without compromising the overall care of the children.

It is advised that clarification is sought with regard to the impact of the working time directive in respect of staff working hours and that the General Social Care Council code of practice is made available to all care staff and that guidance is sought with regard to care staff registration.

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

9.5 %

**Standard 32 (32.1 - 32.5)**

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

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

1

Practice with regard to the monitoring of incident reports has improved and the head of school now regularly signs these. However, a system still needs to be developed and implemented in practice which ensures that all monitoring, as outlined within standard 32.2 is undertaken within the timescales outlined and that evidence of such and action taken is provided. This remains an outstanding recommendation and as such requires expedient action.

A report on the operation and resourcing of the school's welfare provision was completed in February 2004 and presented to the Governing Body.

**Standard 33 (33.1 - 33.7)**

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

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

1

The system for ensuring that monitoring visits are undertaken once per half term and that written reports of such visits are completed remains an outstanding recommendation for the school and requires expedient action. One visit, organised by the Head of Care, was undertaken in May 2004. A comprehensive and detailed report is available from this visit. A further visit organised via the governing body was undertaken by one of the governors in July 2004 but no written report has been provided. No monitoring visit had been undertaken within the first half of the Autumn term.

Any member of the governing body (or similar) undertaking these monitoring visits needs to have an enhanced CRB check, since these visits can include direct, private unsupervised access to children. It is further advised that any member of the governing body who visits the school to check its operation against the Statement of Purpose or any other purpose, should be CRB checked to standard level.

Copies of the CSCI inspection reports are made readily available to staff and parents.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

N/A

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## PART D

## HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection commenced on 20<sup>th</sup> October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

YES

**Note:**

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

**D.3 HEAD'S AGREEMENT**

**D.3.1 I, Sarah Young of Kings Mill 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 dates and that I agree with the recommended actions made and will seek to comply with these.**

**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](http://www.csci.org.uk)

S0000055984.V167484.R01

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



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