



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

31st January 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

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|---------------------------|
| SCHOOL INFORMATION |
|---------------------------|

Name of School

Millgate School

Address

18a Scott Street, Leicester, LE2 6DW

Tel No:

0116 270 4922

Fax No:

0116 270 8753

Email Address:

jwoolstencroft@millgate.leicester.sch.uk

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

Leicester City Local Education Authority

Name of Head

Mrs Jane Woolstencroft

CSCI Classification

Residential Special School

Type of school

Residential special school

Date of last boarding welfare inspection:

09/02/04

| | | | |
|--|----------|------------------------|----------------|
| Date of Inspection Visit | | 31st January 2005 | ID Code |
| Time of Inspection Visit | | 10:00 am | |
| Name of CSCI Inspector | 1 | Joanne Vyas | 090009 |
| Name of CSCI Inspector | 2 | Naveeda Knopp | |
| Name of CSCI Inspector | 3 | NA | |
| Name of CSCI Inspector | 4 | NA | |
| Name of Boarding Sector Specialist Inspector (if applicable): | | NA | |
| Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process. | | NA | |
| Name of Specialist (e.g. Interpreter/Signer) (if applicable) | | NA | |
| Name of Establishment Representative at the time of inspection | | Mrs Jane Woolstencroft | |

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Millgate 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)

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 pupils have a Statement of Special Educational Need and social and emotional behavioural difficulties (SEBD). The school has a four night, Monday to Friday residential facility and can accommodate up to 10 pupils. 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 10 minutes travel by bus to the local library and city centre. Those pupils who are resident in 'The Flat' from Monday to Friday also live either with parents or foster carers or are resident in local Children's Community Homes and return there at the weekend and holidays.

The pupils are cared for by Residential Child Care Officers, supervised by the Head of Care and Pastoral Support and 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 bathroom, a sitting room with television and a dining kitchen where pupil 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 remove those rewards for poor behaviour whilst providing a structured educational programme for pupils, supported and endorsed by the care staff team.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school is under new management, which has brought a new positive ethos to the school. This was evident when staff and pupil relationships were observed – relaxed, open and caring. Also a new incentive scheme has been introduced to residence, which pupils were enthusiastic about. The residential facility fully supports the education of pupils not only ensuring that pupils are in school, well dressed and rested and ready to learn but also with a variety of activities, on and off site and homework club. Residential staff also support pupils throughout the school day and run classes in independent living and emotional literacy. Individual targets in residence are linked to the pupil's Statement of Special Educational Need and are compiled in consultation with pupils and parents/carers. The residential facility is highly staffed ensuring a positive experience for pupils, which is virtually free from bullying. Parents/carers stated, through questionnaires, that there is good communication between the school and themselves and that they feel able to visit the school at any time. Residential staff stated that they contact parents/carers at least once a week, particularly after the weekend to find out how the pupil has been at the weekend. Professional development is given a high priority and 70% of residential staff have qualified to National Vocational Qualification level 3. Communication is also considered to be important and this was evidenced through the high frequency of staff meetings and supervision sessions for residential staff. The Head Teacher told the inspector how staff had researched links between food that children eat and their behaviour and as a consequence had changed the menus and what is sold in the tuck shop. She felt this had had a positive impact on behaviour in the school along with a number of other changes that have been recently made. The inspector felt the accommodation was clean and well maintained.

A parent stated, "All staff are flexible to meet individual needs and will give one to one help if needed. They are all good listeners and will always do what is in the best interests of the young person. A friendly atmosphere and raising achievements of my son. They are all doing an excellent job, and I understand the food is great."

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

A number of issues were raised with regard to the safe handling and storage of medication – see conclusion. The inspector also found that pupils were not being marked on the residential register if they did not sleep over night. The residential staff immediately resolved this matter by introducing a new register, which is taken upon the arrival of pupils into the flat and the time they left is also recorded. The inspector also found that not all notifications had been passed onto the Commission for Social Care Inspection as per National Minimum Standards 7. This was also rectified and the Head Teacher assured the inspector that all notifications will be made to the Commission for Social Care Inspection in future. The inspector found that money given by parents/carers for trips out was not properly recorded. The school have been recommended to produce a proforma to properly record any money received by parents/carers. Although one of the shower rooms has been refurbished, the other is old and grubby. The school has been recommended to make good this shower room.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Millgate Residential Special school provides an excellent package of care and for young people with Social, Emotional and Behavioural Disorders.

The Head Teacher and staff team are committed to high standards of care and support for the pupils of the school. This was evident throughout the inspection and reinforced by the pupils and through the questionnaires received from pupils, parents/carers and placing officers. The staff appeared to the inspector to be a motivated, dedicated and competent team supported well by the management team.

The Head Teacher, staff and pupils were helpful and supportive throughout the inspection process. All policies, procedures, inspection files, staff files and pupils' files were made available to the inspector.

The inspector received 4 questionnaires from pupils, 7 from parents/carers, 3 from staff, although only 1 was from a residential member of staff and 2 from placing officers.

The school has been commended in 7 standards and has 4 recommendations and 5 advisory recommendations of good practice made. Of the 33 National Minimum Standards for residential special schools, this school met 32 standards.

Pharmacist's Report.

On the 31/01/05 a Pharmacist employed by the Commission attended this inspection to appraise the current medication handling practises. The Pharmacist (CSCI) provides advisory recommendations to this report. These will relate to best practises when dealing with safe handling, safe storage, disposal, safe administration and recording keeping of medication at the residency unit. The compliance to medication recommendations will contribute to the school actively promoting the health care of each child and meeting any intimate care needs. (NMS 14 RSS).

The Pharmacist feedback given on the day of the inspection is summarised as follows:

- Comprehensive medication policy was seen which was supported with specific documentation that has to be forwarded by parents/guardians to the head teacher prior to any medication administration. Permissions given by parents/guardians had been seen by the inspector for the administration of medication.
- All medication seen on the premises had the original Pharmacy-dispensed label attached. There were appropriate quantities of individual young person's medication and they were stored securely in an adequate medication cabinet.
- The school had produced medication administration record sheets for all young people who are prescribed medication to be taken while residing in the residential suite.

In the Pharmacist's opinion there were three short falls in medication management at the residency unit. These are explained under NMS 14.

Four recommended actions are made for medication management and three further advisory

actions are made to aid compliance of NMS 14 RSS.

| |
|--|
| 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 | RS14 | The Responsible Individual is recommended to maintain a Controlled Drug Register to account for all medication that is classified as a Controlled Drug. E.g. Dexedrine, Methylphenidate (Ritalin/Concerta) | 31/03/05 |
| 2 | RS14 | The Responsible Individual is recommended that a suitable trained person should carry out regular, documented monitoring audits on medication administered on the residency unit. | 31/03/05 |
| 3 | RS14 | The Responsible Individual is recommended that a medication profile should be maintained in each child's care plan. This is to include the reason for the prescribed medication. It is to be updated if the Prescriber alters medication dosages or prescribes an interim medication. It is advisable to make reference to the "medical contribution" provided by the Paediatrician contributing to the review of statement of special education. | 31/03/05 |
| 4 | RS14 | The Responsible Individual is recommended to ensure that the residency unit should maintain records for medication that enters and leaves the premises. | 31/03/05 |

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

| No | Refer to Standard* | Recommendation |
|----|--------------------|--|
| 1 | RS14 | <p>The Responsible Individual is recommended that a copy of The Royal Pharmaceutical Society Great Britain Guidelines should be obtained – The administration of Medicines in Care Homes and Children's Services.</p> <p>This can be utilised as a reference to the most up to date acceptable practises relating to:</p> <ul style="list-style-type: none">• Record keeping• Storage of medication• Administration of medication• Homely remedies• Compliance aids• Controlled drugs <p>http://www.rpsgb.org.uk/pdfs/adminmedguid.pdf</p> |
| 2 | RS14 | <p>The Responsible Individual is recommended that RCCO's that have been designated the role of administrating medication should undertake accredited courses in medicines handling or pharmacist/nurse led training on basic knowledge of how medicines are used and recognise and deal with problems in use.</p> <p>Suggested Topics:</p> <ul style="list-style-type: none">• Inhaler techniques• Risk assessments for self-administration• Allergies/anaphylactic reactions• Alerting medical attention due to decline in health.• When required medication• Epilepsy treatments <p>Diabetic medication needs.</p> |

| | | |
|---|------|---|
| 3 | RS14 | The responsible individual is advised to redesign the medication administration sheets, to ensure all the relevant information relating to the Prescriber's instructions are fully available at the time of administration of the medicine to a child. |
| 4 | RS16 | The school is recommended to implement a proforma to record money received; from whom; money spent; money returned to parents/carers with receipts provided. |
| 5 | RS25 | The school is recommended to make good the shower room at the top of the back stairs. |

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

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

| | |
|---|-----|
| Direct Observation | YES |
| Pupil Guided Tour of Accommodation | YES |
| Pupil Guided Tour of Recreational Areas | YES |

Checks with other Organisations

| | |
|------------------------|-----|
| • Social Services | YES |
| • Fire Service | YES |
| • Environmental Health | YES |
| • DfES | YES |
| • School Doctor | NO |
| • Independent Person | NO |
| • 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 | YES |
| Group interviews with House staff teams | YES |
| Staff Survey | YES |
| Meals taken with pupils | YES |
| Early morning and late evening visits | YES |
| Visit to Sanatorium / Sick Bay | YES |
| Parent Survey | YES |
| Placing authority survey | YES |
| Inspection of policy/practice documents | YES |
| Inspection of records | YES |
| Individual interview with pupil(s) | YES |
| Answer-phone line for pupil/staff comments | NO |

| | |
|--|----------|
| Date of Inspection | 31/01/05 |
| Time of Inspection | 09:00 |
| Duration Of Inspection (hrs.) | 21 |
| 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

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? | 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 pupil and the provision of care, experiences and expectations of the pupil 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 Statement of Purpose was updated in November 2004.

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 Head Teacher 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>Pupils in residence have a primary care worker who acts as an advocate. 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). Primary workers contact parents on a weekly basis and one RCCO stated that some parents are in daily contact. Pupils are able to comment on new school rules but not necessarily change them.</p> <p>There was good evidence of consultation with pupils from choice of meals to the Bullying Committee where pupils felt their views were taken seriously. The "Flat" also has a weekly meeting with pupils in residence although the Head of Care and Pastoral Support stated that this meeting was going to change to fortnightly and would be more generalised i.e. what concerns pupils and what pupils want out of residence.</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? | 4 |
|--|---------------|---|
| <p>Pupils' rooms remain private unless staff need to investigate a disciplinary offence e.g. hiding illegal substances. Pupils 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.</p> <p>The school provides a balance between pupils' rights and responsibilities in accordance with good parenting and uses the Emotional Literacy and Independent Living Skills programme to encourage self-advocacy. The school are commended for the Emotional Literacy and Independent Living classes, planned and delivered by care staff.</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?**

3

Staff record all complaints in the Complaints Log. Everyday concerns are discussed and resolved when ever possible.

The complaints policy is clearly written into the parents' and the pupils' handbook. All pupils the inspector spoke to knew who and how to make a complaint. Pupils and parents have also received contact details for the Commission for Social Care Inspection. The school's complaints procedure is posted on bedroom notice boards.

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

Number of above complaints substantiated:

Number of complaints received by CSCI 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 Head teacher and co-ordinates action within the school and liaises 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. Staff interviewed were competent in their knowledge of child protection procedures and this was also evident through observation.

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

1

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

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 and this is repeated in the parents' handbook. The school has a system of warnings and an anti bullying programme.

The school also operate a "Bullying Committee" which is run by pupils and staff. The success of this committee and other strategies implemented has meant a drop in reported incidence of bullying and therefore the committee is not currently active.

The Head Teacher stated that bullying is taken very seriously at the school and persistent offenders, in extreme cases, may be excluded.

Due to the high level of supervision, the school are aware of pupils who are persistently bullied. The Head Teacher also stated that she plans to put in cameras along corridors, partly as a security measure, but also to combat bullying even further.

Percentage of pupils reporting never or hardly ever being bullied

75 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The Head Teacher is fully aware of her responsibility to notify statutory agencies of all child protection issues but was not fully aware of the responsibility to notify the Commission for Social Care Inspection. The Head teacher will copy standard 7 into the school's policy on notifications and will ensure the Commission for Social Care Inspection is also notified.

The local Authority Child Protection Officer and Social Services provide training and guidance for the Head teacher. 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.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

1

0

0

| | | |
|--|----------------------|----------|
| Standard 8 (8.1 - 8.9) | | |
| The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance. | | |
| Key Findings and Evidence | Standard met? | 3 |
| <p>The School has an Attendance Policy, a Behaviour Policy, and a policy regarding Non Attendance and Truancy.</p> <p>Attendance is recorded. Parent/carers are informed as soon as they can be contacted if a young person absconds from school. Absconders are registered and recorded to identify trends. Police are informed within an hour if the young person does not return to school and within thirty minutes after dark. The Education Welfare Officer (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> <p>Care staff were fully aware of the school's procedures with regard to unauthorised absence.</p> | | |
| Number of recorded incidents of a child running away from the school over the past 12 months: | | 0 |

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

| Key Findings and Evidence | Standard met? | 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 pupils interacted in a positive manner. Staff discuss and reinforce good behaviour through discussion, negotiation, example, praise and positive reinforcement.

This was observed throughout the course of the inspection.

A parent commented, "All staff maintain a high level of professionalism, dealing with learning, health and safety and keeping young people safe."

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

Residential staff have a positive attitude towards managing behaviour of pupils. A new scheme has been introduced whereby pupils on the extended day scheme/residence can earn points towards a voucher/trip at the end of each term. A similar scheme is being set up for those pupils who reside at the school aswell. One pupil told the inspector that it was the easiest way to earn points in the school, just by being good!

Millgate use the TEAM TEACH method of managing behaviour and of physical interventions. The inspector observed competent use of this method of physical intervention by staff in the school. Residential staff stated that they very rarely find the need to use physical intervention for pupils in residence as there are not so many demands put on the young people and pupils want to be there. 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.

The school uses a Behaviour Support Suite, a room with soft furnishings, as a place where pupils can calm down after their behaviour has become unmanageable in the classroom, supervised by two staff in the room with the pupil at all times. Time in the Behaviour Support Suite is recorded contemporaneously. Again residential staff stated that this room is rarely used in residence.

Two out of the four pupil questionnaires received felt that punishments used by the school were usually fair; one felt that they were very fair and one felt that they were very unfair but all stated that behaviour and punishments were usually discussed with pupils.

The school is commended for the structured but caring and supportive way that good behaviour is reinforced and poor 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 |
|---|---------------|---|
| <p>The school has an Admissions Policy. All pupils attending the school have a Statement of Special Educational Need by the Local Authority. Those pupils who are resident from Monday to Friday are fully supported by care staff with schoolwork and evening activities. The pupils told the inspector about the evening activities and how much they enjoy them.</p> | | |
| <p>Leaving arrangements are the responsibility of parents/carers or the Local Authority. However, the school provides Emotional literacy classes and Independent Living skills. The pupil's primary care worker works closely with parents/carers and Social Services to provide support and develop independent living skills. The school assists pupils into further education or employment at the end of their school life.</p> | | |

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

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 pupils, who are resident return to the flat and are supervised by care staff.

A member of the residential staff team told the inspector that staff reasons for pupils staying in residence are different to the pupils' reasons. "The boys enjoy the activities on offer but for staff, boys are in school, they look good, they are rested and ready to learn." The member of staff also stated after explaining a new incentive scheme residence is introducing, "We want to make residence a positive experience not a negative one."

Also most care staff work in the school, therefore creating a seamless service. The school is commended for this.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

3

The school provides a range of activities and positively encourage pupils 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. Pupils were enthusiastic about the range of activities they have the opportunity to take part in.

The school has risk assessments for all off-site activities.

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

On this occasion this standard is assessed by reviewing the medication handling practises at the school. The score reflects the findings made by the Pharmacist Inspector. Medication management is related to 14 out of the 25 elements to this standard.

Pharmacist's Report:

A comprehensive medication policy was seen on the day of the inspection. This had been updated since the last visit made by the Pharmacist (CSCI). The school's policy is that a "administer medication" form has to be completed and signed by parents/guardian with parental responsibilities. It must state all the necessary information about any prescribed medication that they would like the RCCO to administer to the children residing. The head teacher would then send out a confirmation letter to agree the administration. Copies of completed forms were seen on the day of the inspection.

Signed medical consent was seen in two children's individual files. In addition there was a medical contribution seen from a Paediatrician, which was an assessment carried out, as a part of a review of "statement of special educational needs". Although the inspectors had noted that one of the files viewed the most update medical contribution could not be located even though there had been reference to it in the review.

All medication seen on the premises had the original Pharmacy-dispensed label attached. There were appropriate quantities of individual young person's medication and all were stored securely in an adequate medication cabinet.

The school had produced medication administration record sheets for all young people who are prescribed medication to be taken while residing in the residential suite.

The record sheets for the young people who currently were residing at the school were viewed. One sheet was highlighted to the head of care. This was because in the Pharmacist's opinion the recording had not been of a satisfactory standard for a period of days. The information on the sheet also indicated that the Prescriber's instructions might not have been followed. (See recommendation 2 & 3)

Two medication audits were carried out for supplies of Ritalin tablets stored at the school. The outcome was that one of the supplies had been correctly administered and recorded. The results for the second supply indicated that there were anomalies between the amount that entered the school and the amount recorded as administered. The discrepancy could relate to incorrect administration, recordkeeping for the administration or that a supply returned to parents had not been documented. (See recommendation 2 & 4)

It was noted that controlled drugs such as Ritalin and Dexedrine, were accounted for as entering the residential suite on the administration sheets. In the pharmacist's opinion an alternative system should be considered which including the maintaining of stock running totals. (See recommendation 1)

The school only administers Paracetamol as a non- prescribed medication in strict

accordance to a protocol. The head of care confirmed that if Paracetamol is given then a record would be made for this administration.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence

Standard met?

4

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

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

The Head Teacher stated that the school have looked at research regarding food and its relation to behaviour in children. As a result a number of changes have been made to the menu and the tuck shop. The Head believes this has been a contributory factor in the decline of some poor behaviour within the school. The school are commended for this.

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 pupils at Millgate. The school has a dress code. 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. Clothes can be washed on site if the need arises.

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

Residential staff occasionally collect money from parents in part payment towards trips. This money is put in an envelope, sealed with the amount written on the front and then deposited in the school safe. The money is not recorded anywhere else and receipts are not provided.

The school is recommended to implement a proforma to record money received; from whom; money spent; money returned to parents/carers with receipts provided.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

| Key Findings and Evidence | Standard met? | 3 |
|---|---------------|---|
| <p>All of the pupils 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 <i>primary worker</i>, but may choose any staff member as a counsellor or confidant.</p> <p>The placement plan also includes family and communication details, cultural, religious and leisure pursuits. All pupils have a 72 Hour Post Admission Meeting, which the pupil may attend. In addition, the records detailed individual health requirements. Medical records are kept in the medical room.</p> <p>The plans were reviewed, signed and dated and evidenced communication and discussion between the class teacher and the primary worker. Periodic <i>Review of Arrangement Meetings</i> 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.</p> <p>In addition, the residential staff in consultation with pupils and teachers work to individual pupil targets, which are linked to the Statement of Special Educational Need.</p> | | |

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

All residential pupils' files were reviewed. All contained the required information, were comprehensive, signed and dated. The pupils' files are kept in a secure office. Daily records kept by the teaching and residential staff are stored securely within a locked office. The school uses Eclipse 2000 computerised system which has varying levels of access, also kept in a secure office, to store behavioural records.

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 Resource 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 residential staff on duty.

Registers are completed for pupils in residence but only if they stay over night. Therefore if a pupil goes home unexpectedly but has stayed after school, this is not recorded. It was also noted by the inspector that pupils were not accounted for when they move from school to residence. This was discussed with the residential staff who immediately implemented a register to be completed upon arrival of pupils in residence by a member of staff who has a sleep in 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.

Some of the pupils live with their parents at weekends and during the holidays; others live in Local Authority Children's Homes or fostering placements. The primary workers make at least weekly phone calls to parents/carers. Parents/carers are welcome to call at the school and are kept informed. Home visits are made as required by the Primary Worker. Parents can attend review meeting if they wish to do so.

Parents stated on the questionnaires that they feel able to visit or contact the school whenever they want to and that staff make them feel welcome.

A pay phone is available for pupils to use although most have their own mobile phone.

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 pupils. The school supports and encourages parents to participate in their child's care or the school liaises with Social Services if the pupil is in care.

Pupils resident in The Flat are supported to acquire independent living skills appropriate to their age. Pupils 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 pupils to pursue careers or further educational opportunities as evidenced in the pupils' files.

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 pupils in its care. The school does not have any pupil with specific physical disabilities.

The school works with CAMS, Westcoates Paediatric Medical Services, Leicester Royal Infirmary epilepsy and haemophilia services, Family Support Services, LOROS (for bereavement support), Social Worker drug counselling support, the 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 pupils both individually and collectively. Religious education and school assembly's address and support cultural diversity. Individual requirements can be catered for e.g. vegetarian meals.

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 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

Millgate Residential Special School is primarily an educational establishment for boys with Social, emotional and behavioural difficulties. The pupils have a Statement of Special Educational Need. The school has a four night; Monday to Friday residential facility and at present accommodates 6 pupils. 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 pupils who are resident in 'The Flat' from Monday to Friday also live either with parents/carers and return there on the Friday night for the weekend.

The pupils are cared for by Residential Child Care Officers, supervised by the Head of Care and Pastoral Support and the Head Teacher. 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 bathroom, a sitting room with television and a dining kitchen where pupils 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 pupils, 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” and is a separate area on the first floor, which is reserved for residential and extended day pupils. The flat comprises of a sitting room with television and comfortable seating, a dining kitchen where the pupils can make snacks and drinks 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 pupils return to The Flat. The rooms were less personalised than would be expected of pupils who were resident seven days a week.

There are sleep in rooms for the staff, one at each end of the corridor where the pupils 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 and toilets on the first floor and a 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.

At the time of the inspection, one shower room was being refurbished. The other shower room was old and grubby.

The school is recommended to make good the shower room at the top of the back stairs.

There are no special adaptations, as the school does not accommodate pupil 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?

3

The school does not accommodate 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 drills 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.

Risk assessments are evaluated on individual pupils and activities. All outdoor adventure activities are risk assessed, supervised and agreed by the LEA or parents. Potential problem areas, which may pose a risk, are either risk assessed and/or supervised or out of bounds to the pupils and detailed in the student Handbook.

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 robust recruitment policy in accordance with Leicester Education Authority guidance. The Business Manager at Millgate school ensures that all members of staff who work directly with the pupils have Criminal Records Bureau (CRB) clearance. Established staff have been policed checked prior to appointment. Staff files evidence that checks have been or are being carried out. All new residential staff appointments are subject to CRB satisfactory checks.

Total number of care staff:

7

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The school fully complies with this standard.

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

During the evening there are usually seven residential staff until 7pm and then three or four until 10pm. After 10pm there are two sleep in staff with either the Head Teacher 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?**

4

The school has a Continuing Professional Development Policy. There are 5 designated training days per year, two of which are disaggregated throughout the year.

Opportunities are provided both in house and by external agencies such as LEA, Area Child Protection Committee and BILD. All residential staff are able to participate in National Vocational Qualification (NVQ) training Level 3 – Child Care. Five residential staff have NVQ Level 3 - Child Care and two are currently completing it.

The Deputy Head of Care and Pastoral Support is also completing the NVQ level 4 in child care.

The school is commended for having a highly qualified team of residential staff.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence

Standard met?

4

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 Head Teacher. Nominated governors review the Head Teacher's performance. Appraisals and supervision are cascaded through the Head Teacher to the Deputy Head Teacher to the Team Leaders and down through the residential staff team.

Supervision is provided both on a formal and informal basis. Residential staff receive formal supervision monthly. Team leaders are supervised monthly. Supervision consists of staff performance, professional development targets, objectives and time scales and is signed and dated by both parties. Supervision informs annual appraisals.

The school is commended for the frequency of support it offers care 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?

3

All 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 employs a Business Manager who reports to the Head Teacher and to the school governors.

The Head of Care and Pastoral Support has six years experience in management. She has completed the NVQ level 3 and is currently working on the Assessors course. She then plans to complete the NVQ level 4 in childcare.

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

70 %

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?**

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 Head Teacher'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 a high proportion of pupils involved with the 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 pupils.

Residential staff meetings, group leaders, and senior management meetings are minuted.

The school risk assesses all high-risk activities undertaken by the pupils.

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 although residence does not currently have a governor visit. The Head Teacher stated that one has been recently appointed but as yet has not visited.

Other visiting professionals include the Education Welfare Officer and Educational Psychologist who also monitor standards. Some visits by school governors are unannounced.

Written reports of visits are available to the Head Teacher, having been passed through the clerk to the governors. 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.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not Applicable

Lay Assessor Not Applicable **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 31st of January to the 2nd February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

An additional paragraph has been added to Standard 14, as a result of comments received from the Head.

"We are working on the best way to include the Head's responses received 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

YES

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.

D.2 Please provide the Commission with a written Action Plan by 23rd March 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other:

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I Jane Woolstencroft of The Millgate Centre 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 Jane Woolstencroft of The Millgate Centre am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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