



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Millgate School**

**18a Scott Street  
Leicester  
LE2 6DW**

*Lead Inspector*  
Joanne Vyas

*Announced Inspection*  
4th December 2006      10:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

| <b>Reader Information</b> |   |
|---------------------------|---|
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

|   |  |
|---|--|
| <b>Name of school</b>   | Millgate School                          |
| <b>Address</b>  | 18a Scott Street<br>Leicester<br>LE2 6DW |
| <b>Telephone number</b>   | 0116 270 4922                            |
| <b>Fax number</b>   | 0116 270 8753                            |
| <b>Email address</b>  | jwoolstencroft@millgate.leicester.sch.uk |
| <b>Provider Web address</b>   |  |
| <b>Name of Governing body,<br/>Person or Authority<br/>responsible for the<br/>school</b> | Leicester City Local Education Authority |
| <b>Name of Head</b>   | Mrs Jane Woolstencroft                   |
| <b>Name of Head of Care</b>   | Cynthia McDaid                           |
| <b>Age range of residential<br/>pupils</b>  | 11 - 16                                  |
| <b>Date of last welfare<br/>inspection</b>  | 6 <sup>th</sup> February 2006            |

## **Brief Description of the School:**

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 disorders (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, a leisure centre, parks and approximately 10 minutes travel by bus to the local library and city centre. Those pupils who are resident in 'The Charnwood Flat' from Monday to Friday also live either with parents or carers 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 large, comfortable 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.

# SUMMARY

This is an overview of what the inspector found during the inspection.

This summary has been written in the following style so that children and young people can understand it.

The inspector went to the school on the morning of 4<sup>th</sup> and 5<sup>th</sup> December. The staff knew the inspector was visiting. The inspector talked to students as much as possible during her visit; at lunchtime, teatime and breakfast, during activities and as a group.

The inspector also spoke to Jane, the Head Teacher and Cynthia, the Head of Care and other staff, looked at some files, watched how staff and young people got along together and looked at some questionnaires returned to her by: two staff and one social worker. Unfortunately, no questionnaires were returned from parents or students. To help the inspector to write the report Jane sent the inspector information about the school. The inspector also used other information, which she already knew about the school.

## **What the school does well:**

These are some of the good things that the inspector found and students and the staff told her about.

Students feel safe at the school. They really like the activities, especially football, swimming and computers. They said that the staff are nice and they help and support them. They said you can talk to teachers and you can trust them. Staff have lots of training so they can look after the students properly and they know the students really well. Students were clear about who they should talk to if they were unhappy and said that staff listen to them and take what they say seriously. Students said that incidents of bullying are dealt with by the staff. Some students are members of The Bullying Committee. They said students who are being bullied can talk to them if they don't want to talk to a member of staff. Staff said that complaints from students are dealt with immediately.

The inspector saw staff and students getting on well together. Students said that staff make them laugh. Staff were very helpful towards students. Students said that staff help them when they are feeling "stressed" and ensure they get an education.

## **What has improved since the last inspection?**

The school dining room has been done up and is now a pleasant place to eat. Students had mixed feelings about the food but said the food has got better since it has got healthier.

## **What they could do better:**

The inspector did not make any recommendations at this inspection.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection



# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## JUDGEMENT – we looked at outcomes for the following standard(s):

14, 15

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service. The health of students at this school is promoted.

## EVIDENCE:

The health of each student is detailed in the Statement of Special Educational Need and an information form completed by parents (although this isn't always fully completed). Very few students have physical health needs but some have a mental health need for which students are referred to the Children and Adolescent Mental Health Services (CAMHS). Students all live at home with parents or carers and their health care needs remain the parents/carers responsibility. A student said that if they are ill, staff would call their parents to come and take them home.

Medication is received, stored, administered and disposed of safely. However, the inspector queried the safe storage of an EpiPen. The head teacher said they are seeking advice from the school nurse about ways of reducing any risks that may be associated with the current storage of the EpiPen, but still enabling quick access in case it is needed. The school have also taken action to ensure that a student with a nut allergy is at low risk of having an allergic reaction. All staff have received training, from the school nurse, in the safe handling of medication, allergies, use of an EpiPen and other medication. The school dining area has been recently refurbished and now provides a pleasant eating place. The school are working towards the Healthy Schools Award. They provide home cooked healthy meals. The inspector found the food to be delicious but students had mixed views, "Got better since they got healthier," "Don't really like it," "Teas mostly alright." All agreed that the Leaky Mash and Sausage was the best meal offered. The inspector observed that healthy snacks were offered in the flat – students seemed to thoroughly enjoy these.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

## JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 10, 26, 27

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

Staff are competent and have the skills necessary to ensure students are kept safe while residing at the school.

## EVIDENCE:

Students said they feel safe at the school because the teachers (by this they meant all staff) are nice and they help and support them. They said you can talk to teachers and you can trust them. Students also said that teachers listen to them and take what they say seriously. Students said they know who they can go to if they are upset and staff said that complaints from students are dealt with immediately. All staff have received training in child protection and have regular updates.

Each student has a Positive Handling Plan (PHP) which sets out details of any challenges a student may present, what might cause them, de-escalation techniques, how to manage any physical intervention and the de-briefing process. All incidents are recorded on a database called Eclipse. All staff have been trained in physical intervention (Team Teach) with regular updates. Parents are given a guide written especially for children and young people, parents and teachers written by The British Institute of Learning Disabilities (BILD) called "being held safely" to help them to understand why students are held and what is OK and what isn't. If students are held on the floor (front ground recovery) without calming for twenty-five minutes, the police are called to ensure the safety of the student. Students are monitored closely for an hour after a floor hold to make sure they remain well. These checks are recorded. Parents are informed of all floor holds that take place and why they occurred. Students who had experienced holds said someone only gets hurt if they struggle, although this is usually staff. They also felt that holds don't calm them down but make it a lot safer for them. The inspector found that in most incidents recorded, the student calmed very quickly.

Students said that incidents of bullying are dealt with by staff. Students admitted to the inspector that they had been bullied and one said that he has bullied other students. Some students are members of The Bullying Committee. They said students who are being bullied can talk to them if they don't want to talk to a member of staff. They also said that students can email the member of staff who runs The Bullying Committee. Posters about anti-bullying and The Bullying Committee email address can be found displayed all over the school. A member of staff said they also have forms available in class that students can fill in discreetly and give to a member of staff or put under their door if they are being bullied or know someone who is being bullied. Last term, four students were awarded The Princess Diana Anti-bullying Award. The Head Teacher said that incidents of absconding are fewer now. A student said that if someone runs away, staff look for them and then call the police if they can't be found.

Recruitment procedures are robust; all the relevant checks are completed. All staff, existing and new, have a Criminal Records Bureau disclosure relevant to the school and this is redone every three years.

Health and safety procedures are rigorous. The fire risk assessment has been recently updated and checked by a fire officer.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## JUDGEMENT – we looked at outcomes for the following standard(s):

12, 13, 22

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

Staff provide students with the appropriate level of support. Education and leisure activities are a valued and intrinsic part of the agenda in boarding.

## EVIDENCE:

Most students have a choice to stay late or over night at the school. They said they enjoy staying because of the activities they do like football, computers, basketball, swimming and trips to theme parks. On the evening of this visit, students played football, went to a local gym or played board games or on the computers.

Care staff have access to the Individual Education and Care Plans and Statements of Special Educational Need for all students. They demonstrated a good awareness of educational plans for students during this visit and work closely with teaching staff.

The inspector observed the homework session after school, where students were appropriately and skilfully supported to achieve.

Individual support is identified and given sensitively as appropriate to the needs of the student. Students said staff support them by stopping behaviour escalating and "they stop you getting stressed out."

## **Making a Positive Contribution**

### **The intended outcomes for these standards are:**

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

2, 17, 20

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

The Statement of Special Educational Need, Individual Education Programmes (IEP) enable staff to provide a needs led service with the student at its centre.

### **EVIDENCE:**

A school council has been successfully running for two terms. Council members are elected by students and have implemented changes in the way the school is run. Examples given by students and staff were plans to purchase a new football kit for the school team and a new incentive scheme has been devised where students receive rewards more immediately after they have achieved. Each student has targets to work towards, which he is consulted over and discusses with his primary worker and form tutor and are linked to their IEP. In January 2007, the Head Teacher explained that they will be introducing whole school targets linked to a national drive by The Qualifications and Curriculum Authority (QCA). One target will be chosen for each term and the whole school will work towards it. The Head Teacher will assess each class on how well they are meeting the target at the beginning of term and then again at the end of term. The class that has made the most progress will win a prize. The first target the school will be working towards is, "Treating staff with respect." Staff keep excellent contact with parents. All contact is recorded. A student told the inspector how his primary worker visited his house to talk to his mum.

Primary workers offer this support to students and their families to encourage students to stay in school. A pay phone is available to students when they stay late or over night.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## JUDGEMENT – we looked at outcomes for the following standard(s):

24

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

This school is well maintained, furnished and decorated.

## EVIDENCE:

Improvements have been made to the school dining room making it a pleasant place to eat. The school is clean, tidy and well maintained. Posters on the walls of residence are old and some are out of date. There are plans to refurbish the residential part of the school but the Head Teacher said she would ensure that the walls are brightened with more up to date information and posters.

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

## JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 31, 32

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

The care staff team benefit from good management, leadership and direction, which ensure students receive consistent, quality care providing them with the skills they require for an independent life.

## EVIDENCE:

The Head of Care and Pastoral Support has five years experience in a management position and has a National Vocational Qualification (NVQ) level three in the care of children and young people. Her deputy has a NVQ level four. Three other members of the care team have a level three and one person is currently completing the course.

Staff said that the best thing about the school is the excellent teamwork. Staff appeared competent, knowledgeable, caring and professional. From



observations of practice, it was obvious staff considered consistency of approach towards students to be very important. Good monitoring systems are in place including monthly visits by governors. The Local Education Authority (LEA) also monitor the school. The Standards Inspector was visiting the school at the same time as the Commission for Social Care Inspection. The LEA also monitor racial incidents. The Head Teacher added that students in the school do recognise discrimination and learn respect and tolerance through assemblies, targets and subjects taught.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

| <b>BEING HEALTHY</b> |              |
|----------------------|--------------|
| <b>Standard No</b>   | <b>Score</b> |
| <b>14</b>            | 3            |
| <b>15</b>            | 4            |

| <b>STAYING SAFE</b> |              |
|---------------------|--------------|
| <b>Standard No</b>  | <b>Score</b> |
| <b>3</b>            | 3            |
| <b>4</b>            | 3            |
| <b>5</b>            | 4            |
| <b>6</b>            | 4            |
| <b>7</b>            | X            |
| <b>8</b>            | 3            |
| <b>10</b>           | 4            |
| <b>26</b>           | 3            |
| <b>27</b>           | 3            |

| <b>ENJOYING AND ACHIEVING</b> |              |
|-------------------------------|--------------|
| <b>Standard No</b>            | <b>Score</b> |
| <b>12</b>                     | 4            |
| <b>13</b>                     | 4            |
| <b>22</b>                     | 4            |

| <b>MAKING A POSITIVE CONTRIBUTION</b> |              |
|---------------------------------------|--------------|
| <b>Standard No</b>                    | <b>Score</b> |
| <b>2</b>                              | 4            |
| <b>9</b>                              | X            |
| <b>11</b>                             | X            |
| <b>17</b>                             | 3            |
| <b>20</b>                             | 4            |

| <b>ACHIEVING ECONOMIC WELLBEING</b> |              |
|-------------------------------------|--------------|
| <b>Standard No</b>                  | <b>Score</b> |
| <b>16</b>                           | X            |
| <b>21</b>                           | X            |
| <b>23</b>                           | X            |
| <b>24</b>                           | 3            |
| <b>25</b>                           | X            |

| <b>MANAGEMENT</b>  |              |
|--------------------|--------------|
| <b>Standard No</b> | <b>Score</b> |
| <b>1</b>           | 3            |
| <b>18</b>          | X            |
| <b>19</b>          | X            |
| <b>28</b>          | 3            |
| <b>29</b>          | 3            |
| <b>30</b>          | X            |
| <b>31</b>          | 3            |
| <b>32</b>          | 3            |
| <b>33</b>          | X            |

No

Are there any outstanding recommendations from the last inspection?

**RECOMMENDED ACTIONS**

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

| No. | Standard | Recommendation | Timescale for action (Serious welfare concerns only) |
|-----|----------|----------------|--|
|     |          |                |  |
|     |          |                |  |

## **Commission for Social Care Inspection**

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