

King's Mill School

Inspection report

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|--------------------------------|--------------------------|
| Unique Reference Number | 118144 |
| Local Authority | East Riding of Yorkshire |
| Inspection number | 358270 |
| Inspection dates | 6–7 October 2010 |
| Reporting inspector | Kath Halifax |

This inspection of the school was carried out under section 5 of the Education Act 2005.

The inspection of social care was carried out under the Care Standards Act 2000.

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| Type of school | Special |
| School category | Community special |
| Age range of pupils | 2–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 80 |
| Appropriate authority | The governing body |
| Chair | Mr David Thacker |
| Headteacher | Ms Sarah Young |
| Date of previous school inspection | 11 October 2007 |
| School address | Victoria Road Driffield YO25 6UG |
| Telephone number | 01377 253375 |
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|--------------------------|------------------|
| Age group | 2–16 |
| Inspection dates | 6–7 October 2010 |
| Inspection number | 358270 |

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|--|--------------------|
| Boarding provision | King's Mill School |
| Social care Unique Reference Number | SC055984 |
| Social care inspector | Simon Morley |

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|--------------------------|------------------|
| Age group | 2–16 |
| Inspection dates | 6–7 October 2010 |
| Inspection number | 358270 |

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Introduction

This inspection was carried out by two additional inspectors and a social care inspector. The inspectors visited 14 lessons or parts of lessons taught by nine different teachers. Further time was spent looking at pupils' records of achievement, work books and information about pupils' progress. Inspectors held meetings with members of the governing body, education and care staff, pupils and other professionals. They looked at the school's review of its work, the current development plan, minutes of the governing body meetings and documentation to ensure that pupils are safe. The responses to 26 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The effectiveness of initiatives to raise the achievement of more-able pupils in literacy.
- The effectiveness of the school in maintaining the skills and well-being of pupils with degenerative and life-limiting conditions.
- The achievement of pupils with autism.
- The effectiveness of assessment procedures in raising pupils' achievement.

Information about the school

This special school is smaller than average and caters for pupils with profound and multiple learning difficulties, and those with severe learning needs. All pupils aged five to 16 years have a statement to meet their special educational needs. The proportion of pupils with profound difficulties is increasing, as is the complexity of their physical and medical conditions, with many having additional needs such as autism, sensory impairment or life-limiting illnesses. Almost all pupils are of White British heritage. A small proportion of pupils who attend are in the care of the local authority.

In addition to the Early Years Foundation Stage, the school provides a multi-disciplinary assessment Nursery for up to 20 children. Currently, 13 children attend on a part-time basis. Pupils aged five to 16 have the opportunity to stay overnight. The residential facility is voluntary and is available seven nights a week for 48 weeks each year.

The school has achieved a wide range of national awards for sport, the arts and for basic skills. In addition, it has achieved the Gold Inclusion Mark and is a Beacon School for Pupil Centred Planning. The school is oversubscribed with 30 families unable to acquire a place for their child during the last school year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with boarding provision of an equally good standard. Considerable improvement has been made since the last inspection, particularly in the range of national awards available to secondary age pupils and for pupils with autism, both in school and in the residence. However, despite some changes, the accommodation remains inadequate. Classrooms are cramped and specialist rooms for practical subjects are almost non-existent. Of major concern is that with the current population and room sizes, wheelchair users in Key Stage 4 cannot be educated alongside their peers. In addition, they miss out on GCSE art because the specialist room at the secondary school is on an upper floor and there is no lift.

Teaching is good and the expectations of pupils are high. As a consequence, though pupils' attainment is low because of their special educational needs and/or difficulties, and progress is in small steps, achievement is good overall. Pupils achieve especially well in sport and the performing arts. The majority make good all-round progress, but more-able pupils do not make as much progress in literacy as they do in mathematics and science. Pupils make very good gains in their personal development. They make an outstanding contribution to the school and wider community. As a result of the excellent care and guidance they receive, behaviour is outstanding. Pupils who in the past have demonstrated challenging behaviour have responded remarkably to the intense behaviour programme. As a result of the excellent partnership with parents and carers, work on individual targets for sleeping and eating patterns, and for behaviour management, is reported to have worked wonders for their home life.

The school's evaluation of its performance is accurate. Leaders know the priorities that will lift achievement and these are having an effect, for example, in the changed assessment procedures. Effective structures and communication systems within the school, and with the residence, ensure that all staff keep abreast of developments and feel part of a team. Plans are well-advanced for the acquisition of specialist status in the performing arts. The capacity to continue to move the school forward is good.

What does the school need to do to improve further?

- Raise the achievement of more-able pupils in literacy, by:
 - ensuring that pupils experience on a daily basis, some form of literacy
 - providing formal training for staff in the teaching of reading
 - ensuring the planned programmes for the most able and those who need one-to-one support are implemented

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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- having a greater emphasis in Key Stages 3 and 4 on social literacy that will help pupils more with their life skills
- providing more opportunities to promote literacy in all subjects.
- Ensure that the accommodation allows all pupils to be educated alongside their peers and to have access to all activities.
- The school must ensure that it meets the National Minimum Standards for boarding which have not been met.

Outcomes for individuals and groups of pupils

2

Pupils delight in their time in school. During lessons, they are eager to give of their best and take pleasure in all that is on offer. As a consequence, they are lengthening their concentration span, improving their observational skills and making great strides in communication. Attainment on entry to the school is very low because of pupils' special educational needs and/or difficulties. Nevertheless, pupils are very well prepared for life beyond school. In addition to a well-thought out 'life skills' programme, the introduction of a wider range of awards has resulted in more-able pupils achieving GCSE in art and in drama. Furthermore, activities in the residence and school enable older pupils to gain valuable credits towards a nationally recognised diploma. The focus on speaking and listening, as well as increasing independence skills, is improving pupils' future potential. Similarly, pupils' application of their mathematical knowledge adds to this through, shopping, measuring, weighing and handling data both in school and in the residence. Pupils' literacy is less well developed because not all adults are confident in teaching basic reading, or in building on literacy skills in other subjects. Furthermore, while some social literacy promotes writing in different social situations in Key Stages 3 and 4, opportunities are sometimes missed.

As a consequence of intense training and an impressive programme, pupils with autism are making incredible progress both academically and socially. They now manage their behaviour well and this avoids disturbing the learning of others. Through very close partnerships with health agencies, and with parents and carers, pupils with degenerative and life-limiting conditions continue to receive a valuable education enabling them to maintain skills and have a quality of life, with some continuing to accumulate credits towards national awards. Attendance is broadly average. When pupils are recovering from surgery or are too ill to come into school, adults work with families in the home to ensure continuity in learning.

Pupils are justifiably proud of their school and of their achievements. Through an exceptional travel training programme, those taking GCSE at the secondary school travel over 20 miles on the service bus with pupils from that school. This is an activity which parents and carers could never have hoped for in their wildest dreams. Pupils have a remarkable understanding of the needs of others and make an excellent contribution to the local and wider community. They have raised a tremendous amount of money for charity and have links with schools in Sri Lanka, India and Hungary. They build on this in lessons by, for example, selecting photographs and compiling a multi-media presentation for their 'Giving Nation' award in London. Determined that others have a better understanding of disability, they have 'toured' mainstream schools with their 'disability drama'.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | * |
| Pupils' attainment ¹ | |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

Teachers and support staff work very effectively as a team and have an in-depth knowledge of the needs and conditions of their pupils. They plan conscientiously to provide and challenge the differing abilities and ages in each class. While this is successful in most subjects, the quality of teaching reading is variable, especially for more-able pupils. Some adults are confident when, for example, teaching letters and sounds, but others have a limited understanding of teaching reading. Furthermore, new and key vocabulary is not always modelled as the written word. The teaching of literacy for pupils with more profound needs is good. Spirited story telling using real objects makes learning meaningful. For example, pupils gurgled with delight as a water spray demonstrated the 'wipers on the bus'. Teachers have improved their accuracy in assessing pupils' work. As a result of more focussed observations, the smallest achievements are now recorded and built upon and this is increasing the pupils' rate of progress.

The curriculum is good and personalised to meet the needs of individual pupils. Supreme efforts are made using the community to make up for deficiencies in the accommodation, for example, in sport and information communication technology (ICT). In addition, a number of trolleys with science, ICT and equipment for pupils with more profound needs

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provide experiences in these areas, but do not fully make up for the lack of specialist rooms. A number of successful links have been forged with mainstream schools, for groups and individual pupils, which contribute to their achievement as well as their social development. In order to improve the achievement of more-able pupils in literacy, pupils are grouped according to ability, but only have three lessons each week. Plans to provide sessions for the most-able readers as well as those needing one-to-one support have yet to come to fruition. The curriculum provides well for pupils' understanding of keeping safe and making healthy lifestyle choices is backed up by activities such as 'Operation Lifestyle' and 'Walk to Health'.

Pupils receive outstanding care, support and guidance. Excellent links with a range of health and other professionals meet the diverse needs of pupils, including those with degenerative and life-limiting conditions. All pupils are monitored closely and given support to gain maximum independence. High quality advocacy encourages pupils to express themselves clearly and speak up for their needs and wants. The joint working between staff in school and those in the residence ensures consistency and contributes significantly to pupils' personal development. This is particularly evident in discussing future options for life after school. The home school liaison officer is instrumental in the support for families, some of whom are extremely vulnerable.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Pupils and staff benefit from a stable, far-sighted leadership team who engender a sense of common purpose both in school and in the residence. Professional training for staff has resulted in a greater proportion of good and outstanding teaching and raised achievement. The changed method of tracking pupils' progress now allows staff to pinpoint attainment more finely, identify gaps in learning and set challenging targets. While limited data is available, leaders are clear how it will lead school improvement.

Governance is good. The Chair of the Governing Body is knowledgeable and parent governors in particular provide practical support as well as holding the school to account. At the time of the inspection, arrangements for safeguarding pupils were good. Leaders and managers work conscientiously to ensure appropriate measures are in place and that statutory duties are reviewed to ensure the safety of this vulnerable population. The school provides good opportunities for pupils to be aware of community cohesion. It has made its mark on the town and internationally, but leaders recognise more is needed in understanding the day-to-day experiences of ethnic minority groups in the area. Equality of opportunity for pupils, parents, carers and staff is at the heart of the school's values.

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The governing body, leaders and staff have worked relentlessly to modify the accommodation to enable pupils to have full access to all activities. They have been imaginative and successful to a degree, to the extent of converting a laundry into a classroom to create more teaching space. Despite their best efforts, with the current population, it is still not possible for wheelchair users in Key Stage 4 to be educated alongside their peers.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

While the Early Years Foundation Stage is good overall, it has a number of outstanding areas. Through first-rate links with parents and carers, excellent work with other professionals, and valuable links with mainstream schools and nurseries, the assessment work of the nursery is outstanding. As a result of adults' in-depth knowledge of language development, children make notable progress in communication and in their social and emotional development during formal teaching sessions. In contrast, in less formal lessons and outdoors, opportunities are missed to extend children's vocabulary and to promote other areas of learning such as, children's physical development. In addition, although children are given plenty of opportunities to make choices, they are overwhelmed by the amount of equipment outdoors and so do not use it to full advantage. A rigorous programme is available to children who attend in two day blocks each week, but much of the Wednesday programme is more casual, which adversely affects children's progress. As in the main body of the school, children receive outstanding care and support.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Boarding provision

The overall quality of boarding provision is good. There are some outstanding elements but not all the National Minimum Standards (NMS) are met leaving five areas for improvement. Two of the four recommendations made at the last inspection have been implemented.

Pupils board on a short break basis in the Residence; some stay more nights than others. Some stay on a weekly basis while other pupils board less often; some do not have any short stays and are day pupils only. Admissions to the Residence are organised and sensitive to each pupil's needs. There are opportunities for families and potential boarders to visit and stay overnight before using the Residence on a regular basis.

The quality of information about each pupil's care needs and the care planning arrangements, that detail the care, support and monitoring pupils require while boarding, has improved. This helps to ensure pupils are well looked after. Staff are knowledgeable about each pupil's needs and how to support them. This was also confirmed by parents and carers who agree that pupils are well cared for.

Pupils benefit from having their health promoted well. Care staff help pupils develop their understanding and ability to be healthy. There are a very good range of activities that help to keep pupils fit and active. Meals are healthy and care staff promote healthy eating. The management of medication has not improved since the last inspection and there are still record keeping errors. This has not been picked up by managers' monitoring and compromises this area of practice. Plans identifying pupils' health needs are suitable and there is good liaison with parents and carers about supporting each pupil's health care needs.

There are suitable health and safety procedures to help keep pupils safe in the school. Child protection, intimate care, behaviour management, anti-bullying, and health and safety are defined in policies and procedures that underpin care practice in the Residence. The practice of staff in these areas is good, accountable and safe. All staff have been trained in child protection and they know who to report concerns to about a pupil's welfare. Pupils are supported to learn and develop personal safety, for example, with road safety and cycling proficiency. There are regular fire drills and health and safety checks. There are a range of risk assessments identifying ways to keep pupils safe although care staff do not always have readily accessible copies of these.

Pupils' behaviour is outstanding and they understand the expectations about this. There are strong relationships between staff and pupils founded in a sensitive and individual approach to care and support. Pupils enjoy staying at the Residence and are able to

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develop their social skills, independence and confidence. Staff are effective at helping pupils to develop and mature.

Pupils receive excellent all round support to help them enjoy their time at the Residence and make good progress. Staff are caring and sensitive, and support pupils very well with a range of individual, emotional, behavioural and physical care needs. Parents and carers, the governing body and staff also have very positive views of the Residence and the opportunities it provides to pupils. Pupils staying in the Residence benefit from an exceptional range of activities and opportunities to use local and wider community amenities.

Parents and carers know how to complain, feel the school is good at listening to their concerns and are able to influence how pupils are looked after. Pupils are happy with the way staff support them and the school council has developed in how it influences the running of the school. Parents and carers are welcome to visit and are kept well informed about their child's progress. There is regular contact and support for parents, carers and families from the school which has added benefit for the welfare and progress of pupils.

The promotion of equality and diversity is good. Pupils benefit from good individual care. Care planning has improved; thus identifying pupils' diverse care needs better. There is disabled access to the Residence, which has a range of disability equipment, aids and adaptations.

Information about the Residence clearly details what is provided and this is fulfilled in practice, helped by good staffing levels and low staff turnover. Pupils benefit from high levels of staff supervision and consistency of care from people who know them well. Staff are supervised to help assist in meeting the needs of pupils. Not all staff receive the required level of supervision, although senior managers are accessible to discuss issues reducing the impact of this shortfall. Staff have a wide range of experience, receive regular training and work towards achieving the recommended qualification in caring for children and young people.

The quality of internal monitoring and monitoring by the governing body of the quality of boarding provision has not improved since the last inspection. The previous recommendation regarding this has not been met. Similarly, there is still no annual review of the quality of boarding provision. This compromises the ability of the school to effectively assure the quality of boarding provision.

National Minimum Standards (NMS) to be met to improve social care

- Ensure that there are accurate records of medication administered and of medication booked out of the residence. (NMS 14.20)
- Ensure that all staff receive at least one and a half hours one to one supervision from a senior member of staff each half-term. (NMS 30.2)
- Ensure that a senior member of staff monitors the records listed in NMS 32.2.
- Ensure that there is an annual written review of the residence, as detailed in NMS 32.4.
- Ensure that the governing body monitoring visits meet the requirements of NMS 33 (NMS 32.2, 32.4 & 33.3).

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the boarding provision

| | |
|--|----------|
| The effectiveness of the boarding provision | 2 |
|--|----------|

Views of parents and carers

Almost one third of parents and carers responded to the questionnaire with a good proportion making very positive comments. Parents and carers appreciate the dedication and skill of the staff. They report they feel listened to, for example, in the introduction of a behaviour analysis system for pupils with autism. They are pleased with the home-to-school diaries and say their child loves staying overnight with the wealth of activities available to them.

Parents and carers expressed concerns about the accommodation and what is available to their child at the age of sixteen. Inspectors endorse the strengths identified by the parents and carers. In response to their concerns, the accommodation is an area for improvement. The local authority is aware that sixth form provision for pupils with special educational needs and/or disabilities is underdeveloped in the county.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King's Mill School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 16 | 62 | 9 | 35 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 21 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 21 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 18 | 69 | 7 | 27 | 1 | 4 | 0 | 0 |
| The teaching is good at this school | 21 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 21 | 81 | 4 | 15 | 1 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 17 | 65 | 8 | 31 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 17 | 65 | 5 | 19 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 22 | 85 | 2 | 8 | 2 | 8 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 18 | 69 | 7 | 27 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 16 | 62 | 8 | 31 | 1 | 4 | 0 | 0 |
| The school is led and managed effectively | 16 | 62 | 4 | 15 | 0 | 0 | 2 | 8 |
| Overall, I am happy with my child's experience at this school | 21 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2010

Dear Pupils

Inspection of King's Mill School, Driffield, YO25 6UG

Firstly may I say what an enjoyable time my colleagues and I had when we visited your school. Thank you for showing us around and for talking to us. We especially enjoyed hearing about your fundraising, and the work you do for Bridlington in Bloom and for the Driffield Show. It was very clear from our chats and the questionnaire replies we received from you, and from your parents and carers, that you enjoy school, and think that you are safe and cared for well.

Your school is providing you with a good education and a good boarding experience. As well as working hard, you are extremely well behaved. This means that although your progress is in small steps, it is good given your starting points. You are cared for especially well. We think the programme for those of you with autism is excellent and that the travel and independence programmes are outstanding, and set you up well for life after King's Mill.

Here are some areas that would make your school even more successful.

- We would like those of you who are learning to read to do as well in literacy as you do in mathematics and science.
- We would like all pupils to be educated with classmates of the same age.
- The adults in charge need to make sure the all the legal requirements for the residence are met.

We know that you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Mrs Katharine Halifax

Lead inspector

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