

King's Mill School

Kings Mill School, Victoria Road, DRIFFIELD, North Humberside, YO25 6UG

Inspection dates	10/03/2014 to 12/03/2014	
Overall effectiveness	Good	2
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is good because

- Residential pupils enjoy excellent relationships with staff who provide a nurturing, caring and fun environment in the residential unit.
- Residential pupils make exceptional progress in their social lives as a result of their experiences in the residential unit. They learn how to behave appropriately and to respect their peers.
- Residential pupils are cared for by staff who have been trained in safeguarding. Robust recruitment and selection procedures ensure that only those adults who are suitable to work with the pupils are appointed to a post at the school.
- The residential unit is exceptionally well maintained, comfortably furnished throughout and provides the pupils with a homely environment where they can enjoy their stay and engage in a wide range of stimulating activities.
- Care staff work in partnership with academic colleagues to enhance the opportunities for pupils to achieve their educational potential.
- The senior management team supported by a strong governing body show a positive commitment to driving forward improvements to enhance the care and welfare of the pupils. Some areas requiring improvement have been identified and these relate to, equipment maintenance, increasing awareness among staff of key policies, recording information and monitoring the quality of records.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

The Headteacher was contacted by telephone on day one at 9.00am to inform about the inspection of the residential unit at the school to commence at 12.00 noon. Inspection activities included: an assessment of the premises of the residential provision; eating meals with residential pupils and holding discussions with them; observing interactions between the residential staff and residential pupils; meeting with a group of parents; a group meeting with residential care staff; meeting with governors, the head of care, the Headteacher and school nurse; The examination of key policies, records and care plans.

Inspection team

Michael McCleave

Lead social care inspector

Full report

Information about this school

King's Mill School is a local authority maintained residential special school. The school provides education for up to 80 children aged two to 19 years, who have a range of learning disabilities and autism.

The school has a separate residential facility on site. Currently 43 pupils use the residential facility. Up to 12 pupils can stay at the residential facility each night but this number is usually lower. Pupils stay at the residence one or two nights per week on a regular basis. Some pupils also stay at weekends or for part of the school holidays.

What does the school need to do to improve further?

- ensure that the facilities provided are maintained to a standard so far as is reasonably practical to ensure health and safety considerations, in particular the play slide.
- ensure that the monitoring of records for quality is improved ensuring that all records are appropriately signed in order to verify the authenticity of the information.
- ensure that when a restraint is used information is recorded to confirm that a discussion has taken place between the staff and children giving details of the why restraint was used.

Inspection judgements

Outcomes for residential pupils

Outstanding

Residential pupils develop very strong social relationships with their peers and they significantly improve their self-esteem and confidence as a result of the residential experience. For example, some pupils who previously attended mainstream school lacked confidence and self-worth. Since their admission to the school and staying at the residential unit, pupils have developed into friendly confident young people. They are described by the head of care as having 'blossomed and the change in their personalities is remarkable.' The residential experience enables them to live in a caring social community where they develop trust in each other. Friendships have flourished and a strong bond has developed between the pupils. They enjoy their time in the residential unit and feel comfortable in the safe surroundings of the wider school. Residential pupils show an exceptional improvement in confidence as a result of their active participation in activities such as outward bound where they learn how to kayak, mountain climbing skills, camping, team work and field craft. Disability is not a limitation to their participation in such physical and demanding activities. This is an excellent example of equality and diversity.

The behaviour of the residential pupils improves significantly during their time at the residential unit. Through the patience and calm approach taken by staff, the residential pupils have over time, learned how to modify the way they respond to situations in which they previously reacted with anger and frustration. Residential pupils feel valued by staff and it is evident that they have developed a more tolerant understanding of their peers and other adults. They learn about acceptable behaviour in public settings. They respond well to the care and guidance of the staff. Staff said, 'We want the children to have a well rounded understanding of social behaviour so as to enable them to be like any other child out in public' and 'we are proud of the children especially when we receive compliments from members of the public.' A residential pupil described the unit as a 'happy place where everyone gets on well.'

Pupils are actively involved in the life of the school through the student council. This body contributes to decisions about a wide range of activities. Their views are taken seriously by the school. For example, pupils are actively involved in the selection process for new staff. The most recent being the appointment of the new Headteacher. This promotes their sense of responsibility and ownership in the life of the school.

The residential pupils are encouraged to take an interest in their health and fitness. They regularly go swimming, take part in walks in the countryside on evenings and weekends, use the climbing wall, attend the gym and take part in ball games and cycling. The nurse based at the school ensures that the healthcare arrangements are highly effective in promoting and maintaining the physical, emotional and psychological health of the residential pupils. Through their residential experience, pupils learn important personal skills. Parents are very positive about the impact of the residential unit on their children. One pointed out, 'My child has become a little more independent and can do things for himself such as washing himself and eating properly at the table.' By the time residential pupils leave the school they have learned significant life skills that enhances their ability to cope with the world of work, further training or education.

Quality of residential provision and care

Outstanding

The quality of residential care is outstanding.

The care provided to the residential pupils is of a high standard and each pupil has access to an experienced team of care staff who are known to them. The staff are responsible for the pastoral care of the pupils. This means that the pupils are able to share their personal thoughts and any

concerns at anytime in the full knowledge that they will be listened to. The care staff demonstrate a positive enthusiasm for their work in the residential unit. They are very active in supporting the residential pupils to enjoy life at the school.

All admissions to the residential unit are carried out with utmost sensitivity and careful planning involving the parents and the child. Staff carry out a detailed assessment to ensure that the prospective residential pupil will fit in with the other pupils who use the unit. This is to ensure that the pupil can gain the maximum experience from the resources of the residential unit.

Care plans and case file information is informative, and detailed, focussing on safeguarding, raising self-confidence, promoting diversity and independence skills on an individualised basis. A positive strength of the school is the seamless service between the residential unit and school. Staff both care and teaching, consistently aim high for pupils to achieve their best. The recording of a pupil's progress is clearly evident in the care plans and these identify the range of targets to be met. The partnership approach between care and teaching staff provides consistency for pupils. This supports their personal and academic development. Residential pupils' achievements are celebrated throughout the school with a range of certificates, photographs and examples of paintings and other work on display. Staff are knowledgeable about individual pupil's needs, and the provision of residential care is effectively organised to complement the achievements of the pupils.

The residential pupils enjoy an extensive range of activities that enables them to develop their confidence and team work skills. For example, some pupils have been active participants at an outward bound centre in the Lake District. They take part in physical activities that not only promote fitness, but additionally, teaches the pupils team work and leadership skills. For example, through activities such as rock climbing, fell walking, swimming, map reading and camping. The culture of the residential unit and school is one that promotes and actively encourages pupils to fulfil their potential. Staff create a nurturing environment where pupils are encouraged to do their best within their capabilities. The school has an ethos of valuing pupils and this creates a culture of respect. The development of self-esteem and self-worth in all pupils is strongly and actively promoted.

All health needs are appropriately met. A qualified nurse based at the school ensures that any medical needs can be provided in-house or from wider health services. Medicines are stored securely and administered by trained staff. The prescribed medication system is robust and the nurse ensures that high standards of medicines administration are maintained.

The residential accommodation provides the pupils with a safe and comfortable environment to enjoy their stay. Bedrooms are very comfortably furnished and suitably equipped with appropriate appliances to meet any disability needs. The quality of accommodation provided for the residential pupils is high and they are clean and hygienically maintained. A comfortable lounge enables the residential pupils to meet socially and to relax after school time. There is an extensive range of information depicted on walls showing achievements of pupils in various activities, celebration of festivities from different cultures, pictures and paintings of the pupils depicting the winter Olympics. The residential facilities are of a high standard.

The meals provided are aimed at encouraging healthy eating among the pupils. The quality of meals is excellent with a choice of salads, meat or vegetarian option if preferred. All special diets are met by the experienced catering team. The high standards of meals provided support the aim of encouraging a healthy lifestyle.

Parents are very pleased with the quality of care provided for their children. One parent summed up the views of all parents by describing the residential unit as unit as an extension of their families. School governors said, 'The residential unit is the jewel in the crown of the school' and

'the benefits of the children attending the residential unit are tremendous.'

Residential pupils' safety

Good

The safety of the residential pupils is good.

The safety of all the pupils is taken seriously by the school. Robust recruitment and selection procedures are followed to ensure that only staff who are suitable to work with residential pupils are appointed. All required checks are undertaken before a staff member begins work. This ensures pupils are protected.. All staff have been appropriately trained in safeguarding. They have a clear understanding of their responsibilities to ensure that the residential pupils are cared for in a safe environment.

There are clear risk management systems in place for the buildings and grounds. Residential pupils are kept safe through robust checks on all fire-safety equipment and through regular practice of fire evacuation procedures. Risk assessments for pupils clearly define their vulnerabilities and identify strategies to minimise the risks to pupils safety and welfare. The safety of the pupils is enhanced through the extensive checks carried out on all domestic, electrical and gas appliances.

Residential pupils say that bullying is not an issue. However, if any bullying issues are identified, the staff act quickly. Bullying in any form, is not tolerated. Residential pupils are confident that any concerns they report to staff will be acted upon. There have been no instances of pupils going missing.

All staff are trained in behaviour management. They use positive behaviour strategies to manage with any disruptive behaviour. For example, staff maintain a calm environment and they respond to any tensions between the pupils adopting a friendly non confrontational approach. Restraint is rarely used within the residential unit and staff are competent in using de-escalation techniques to manage any behaviours effectively. Where a form of restraint is used staff always have a de-brief discussion of the event. However, the restraint log does not always indicate that a discussion takes place between staff and where appropriate the pupil concerned about the actions taken. This is a shortfall in recording information. Sanctions are rarely applied. Staff have a clear understanding of their responsibility to keep the residential pupils safe.

Leadership and management of the residential provision

Good

The residential facility is competently managed by a head of care supported by two senior staff. The management team demonstrate a strong commitment to excellence in the operations of the residential unit. The statement of the principles and ethos of the school have a positive emphasis on the value of the residential unit as an integral part of the whole school. There is an open culture encouraged by managers where everyone has a stake in the success of the school and all views are welcome.

The performance monitoring of the residential unit is conducted by the head of care and this informs the Headteacher's annual report to the board of governors. There are strong links between the care and teaching staff and this contributes positively to the achievements of the pupils. The Headteacher is positive about the need to continually review services with a view to improved outcomes for the pupils. For example, the appointment of a full time nurse based at the school. This has significantly enhanced the health care of the pupils.

Staff are well managed and they demonstrate a professional commitment to their work. There are always sufficient staff available at all times to ensure the efficient operation of the unit and to

meet the care needs of the residential pupils. All staff are trained to the required level in order to carry out their roles and responsibilities. The management of the school is committed to ensuring staff are supported to develop their skills through regular supervision and training.

Case records are generally well maintained. However, management scrutiny of some records could be improved. For example, not all records are signed by care staff thereby making authenticity of these records difficult to verify. This does not impact directly on the high quality of care provided to the residential pupils.

The residential unit is seen as integral to the whole school and plays an important role in the overall aim of encouraging pupils to achieve their potential both socially and educationally. There is a commitment to continuous improvement. This is demonstrated in the way that the areas identified for improvement from the last inspection have been completed. For example, the development of plans as the pupils prepare to leave the school; development of improved risk assessments; providing governors with safeguarding training and a review and updating of policies and procedures.

The residential pupils have an input to the decisions that affect their stay in the unit. For example, in the provision of new mirrors in the girls toilets following a request from female pupils. The governors are active in supporting the school. They undertake unannounced visits at least every half term to monitor the management and operations of the residential unit. This external scrutiny identifies strengths and areas for development that are acted upon thereby enhancing the quality of care for pupils.

The school has developed positive relationships with parents who trust the staff to care for their children. The local authority and governors strongly identify with the ethos of the school and support the Headteacher in the pursuit of excellence.

The Headteacher demonstrates a strong commitment to the work of the residential unit describing how it contributes positively to the whole school experience for pupils. The Headteacher said, 'I see huge benefits for the pupils attending the residential unit.'

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	118144
Social care unique reference number	SC055984
DfE registration number	811/7016

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	
Number of boarders on roll	
Gender of boarders	Mixed
Age range of boarders	2 to 19
Headteacher	Mrs Gail Lawton
Date of previous boarding inspection	28/06/2012
Telephone number	01377 253 375
Email address	kingsmill.specialschool@eastriding.gov.uk

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