

King's Mill School

King's Mill School, Victoria Road, Driffield, North Humberside, YO25 6UG

Inspection dates

23–25 February 2016

The overall experiences and progress of children and young people

The quality of care and support	Good
How well children and young people are protected	Good
The impact and effectiveness of leaders and managers	Requires improvement

Summary of key findings

The residential provision requires improvement because

- After crisis situations, children, young people and staff, are not given the opportunity to discuss the incident with an adult who was not involved. This has caused significant long-term distress to some staff.
- A minimum standard, which was not met at the last inspection, is to ensure that staff receive regular supervision. This has started but is not yet fully embedded. It is still not clear which person is taking the supervisory role for some staff.
- A recommendation, set at the last inspection, to improve the recording of restraints has commenced, and a new computer recording system is in place. However, there are still some deficits in the recordings.
- The signing-in of medication from school to residential setting is inconsistent. The gaps leave no clear audit trail of accountability for medication.
- Children and young people who attend this residential setting have a complex range of communication needs. The communication systems for children and young people do not transfer seamlessly from school to residential setting. For example, for those who need more visual cues at mealtimes or to aid transition, these methods are not always in place.
- The governing body now provides a positive monitoring support to this residential setting. The board of governors is committed to regular visits and improvement. The minimum standard not met at the last inspection is now achieved.

- Despite the shortfalls, the dedicated staff team provide good care for children and young people. As a result, all children and young people continue to make good progress in all areas of their development. Children's lives are enhanced as a result of attending this residential setting.

Compliance with the national minimum standards for residential special schools

The school does not meet the following national minimum standard for residential special schools.

12.5 All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by.

What does the school need to do to improve further?

- The recording of restraint records needs to consistently detail all relevant information, such as who carried out the restraint and for how long. The reason for restraint should be clear and concise. The analysis and effectiveness of the restraint need to be clear.
- The signing-in of medication from school to residential setting needs to be consistently recorded. This will provide a clear and accountable audit trail.
- The communication strategies of children and young people need to transfer from school to residential setting. These include the use of symbols, sign language, pictures and objects of reference. Visual cues, such as photographs, symbols and objects of reference, need to be readily available for those who need them. For example, at mealtimes, for activities, during transition or to reinforce regular routines.
- To support a low-arousal, autism-friendly environment, all staff notices and correspondence that does not need to be displayed in communal areas for children and young people could be removed.

Information about this inspection

The deputy head teacher was given one hour and 45 minutes' notice of this inspection. The head teacher was off site but quickly made her way back to support the inspection. The inspector spoke to all residential staff members and senior care officers. The majority of staff were spoken to alone. On one occasion, two members of staff attended an interview together. No individual consultation with children and young people was appropriate in this setting, due to their complex communication needs. Time was spent observing children and young people over two evenings. Two different age groups of children and young people were sampled. The inspector joined the teatime routine and evening activities with both groups. The inspector also joined the breakfast routine with the younger children and observed their transition to school. The inspector met with the head teacher, deputy head teacher, and residential manager regularly throughout the inspection to feedback and to evaluate the inspection as it progressed. The inspector also met with class teachers, the safeguarding governor, the chair of governors, parents, the speech and language therapist, the residential setting school liaison officer, and residential staff who were on shift. Parental views were collated from the Ofsted Parent View website during the inspection. Staff surveys were also encouraged. The inspector consulted a representative from the local authority safeguarding team and examined a range of policies and records in relation to the safeguarding and care of residential pupils.

Inspection team

Jamie Richardson

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 from 2 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 the number staying is usually lower. Pupils regularly stay at the residence one or two nights per week. Some pupils also stay at weekends or for part of the school holidays.

Inspection judgements

The overall experiences and progress of children and young people

Good

The dedicated staff team work hard to ensure that children and young people receive the service they deserve. In times of staff shortage, they pull together to make sure children and young people can still attend and enjoy their experience here.

Staff work closely with the school nurse and other health professionals. They attend a range of training sessions, which help keep them up to date with current healthcare practices. This ensures they are specifically trained to meet individuals' health requirements. There are some shortfalls with the signing-in of medication from school to residential setting. This does not provide an accountable audit trail of drug management. This is a recording error and it has not impacted on the administration of medication. However, there is potential for medication to get lost, which could impact on children and young people's health care needs.

The wishes and feelings of children and young people are held in high regard. For example when planning activities, staff ensure that young people are consulted. Staff demonstrate good understanding of individuals' feelings. They can read intricate signs that show when individuals are happy or becoming distressed. For those who need extra help to share their wishes and feelings, communication aids are not always available. The consistent use of communication aids would further enhance an individual's opportunity to share their views, potentially reducing anxiety or frustration. This will make sure all children and young people's views and feelings are heard no matter what their level of communication.

Despite the above shortfalls, children and young people make good progress in all areas of their development. The setting of specific targets for children and young people has significantly improved. As a result, clear progress for all individuals can be seen both in the residential setting and at school. Residential setting staff and schoolteachers work closely in this area to ensure that targets are focused. As a result, children and young people take small steps that turn into big achievements. For example some individuals have made progress by being able to sit for longer with others, some become more independent whilst bathing and others have learned to brush their teeth.

The quality of care and support

Good

Staff demonstrate good knowledge of children and young people's extremely complex needs. They show genuine warmth and empathy for each individual. As a result, close and appropriate bonds are formed. Staff strive to make sure they deliver high-quality care. They know what each young person likes and dislikes. They endeavour to make sure that they have their favoured items. This comforts children and young people and helps to make their stay pleasurable. As a result, children and young people enjoy their

visits. One parent commented 'He loves to come here.'

Children and young people enjoy a residential setting that allows everyone to access all areas, no matter what their level of physical ability. This ensures that all children and young people have access to a range of facilities, which they enjoy, such as a large playroom with an extensive range of toys. As a result, they learn to play alongside others, some for the first time. This offers stimulation for individuals of all ages and abilities. The sensory room provides children and young people with the opportunity to relax. They enjoy looking at photos and their achievements, which are well displayed. This helps them to reflect on their experiences and provides them with a sense of belonging. The balance between providing a homely yet low-arousal environment has been achieved in children and young people's bedrooms. Consequently, some individuals have progressed significantly with their sleeping routines. In other areas of the residential setting staff guidance and meeting notices need to be confined to staff only areas. This is not relevant to children and young people.

Children and young people have a range of complex communication needs. Staff are equipped with the communication strategies that individuals need. However, they are not always consistently used. Visual cues such as photographs, symbols and objects of reference are not always in place at mealtimes, for activities, during transition or to support regular routines. Having individual communication systems and visual cues, which transfer seamlessly from school to the residential setting, will help reinforce understanding. This helps to provide children with the predictable world they strive for.

As a result of attending this residential setting, children and young people receive opportunities that they cannot experience anywhere else, such as socialising with others, trips out and raising money for charity. They enjoy a broad range of activities such as swimming, local walks and trips to local clubs. This helps to broaden the life experiences of children and young people. It improves their confidence and social skills. One young person said 'yes' when asked if he enjoyed swimming. One parent commented 'This gives him chance to experience staying away from home. He is now more independent from coming here. He does not have friends at home, while here he can have experiences with friends.'

How well children and young people are protected

Good

A recommendation set at the last inspection around physical restraint recording has been partially addressed. The head teacher has implemented a computer-based recording system to help ensure effective sharing of information. The quality of recording is variable. This potentially affects management ability to monitor the quality of care and to improve practice. As a result of positive behaviour management, instances of physical intervention are very low. For the rare events that physical intervention is used the recording of this is still not consistent. On occasions, the names of staff who have carried out the restraint are omitted and the duration of holds are not always documented. This does not leave a clear audit trail of practice that is accountable. It hinders management oversight and analysis of the situation. This does not help inform

future practice.

All staff receive specific training in relation to keeping young people safe. As a result they are confident of identifying potential risks. Staff demonstrate good knowledge of safeguarding procedures. This enables them to identify concerns and to report them quickly to designated safeguarding officers. Any child protection issues are followed through and other relevant professionals, such as the local authority designated safeguarding officer are informed. This helps to keep children and young people safe and ensures that their needs are met.

Staff model a caring and respectful approach to others. They create an environment where individual diversity is celebrated. Clear rules promoting trust and respect help children and young people to understand appropriate behaviour. As a result, bullying is not an issue in this residential setting and children and young people start to form friendships and to tolerate others for the first time.

Individual risk assessments link closely with behaviour support profiles. School and residential staff work together to create plans. Consequently, there is a consistent approach to behaviour in both settings. As a result, children and young people start to make progress. One parent commented 'His behaviour is more settled from coming here.'

Safe recruitment practice ensures that staff are appropriately vetted before they work with children and young people. Consequently, children and young people who attend this residential setting are not exposed to inappropriate adults. Staff receive a thorough induction package when they commence work. As a result, they are familiar with safeguarding procedures and are confident about reporting any issues, right from the start.

The impact and effectiveness of leaders and managers Requires improvement

The residential manager holds a Certificate of Qualification in Social Work and a Certificate in Management Studies. He is suitably qualified and experienced to undertake this role. He has recently returned from a period of absence from work. The partnership working between the residential manager and the school's head teacher is growing. This needs to be firmly in place to make sure that the manager feels supported and roles and expectations are clear.

A minimum standard around the supervision of staff including the residential manager, at last inspection was not met. At this inspection, efforts have been made to put supervision in place by the head teacher. For some staff this is still not consistent. Several staff report that they now feel more supported than they did, but some still feel this could be better. The supervision of the senior staff is currently being conducted by the deputy head teacher and assistant head teacher. Whose role this will be in the future, the residential manager's or the school senior managers', is not clear. How this will work out long term is not decided. The practice of supervision needs to be firmly embedded to ensure that staff feel supported and are confident to undertake their role.

Staff manage behaviour well in this setting. As a result, incidents of challenging

behaviour are low. When challenges do occur, children and young people, staff and managers involved are not given the opportunity to discuss the incidents they have been involved in or witnessed. For some, this lack of management support has caused significant stress and anxiety. Children, staff and managers involved, need time to reflect on incidents, share their concerns and receive support to help them feel confident to move on. The analysis of such incidents will help to inform the support of children and young people at future times of crisis.

At the previous inspection, a minimum standard around governors' oversight of the school was not met. At this inspection, significant improvements have been made. Oversight from governors is now good. The chair is dedicated to the improvement of the school and residential provision. Issues they highlight are not always acted upon quickly. For example omissions in the signing of medication was detailed in governor's reports, however it was not addressed. Consequently, shortfalls in practice are known but remain a focus in this inspection.

What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspections of boarding and residential provision in schools: the inspection framework*.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

School details

Unique reference number	School URN 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	Residential Special School
Number of boarders on roll	32
Gender of boarders	Mixed
Age range of boarders	7 to18
Headteacher	Gail Lawton
Date of previous boarding inspection	20/01/2015
Telephone number	01377 253 375
Email address	kingsmill.specialschool@eastriding.gov.uk

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