

King's Mill School

Victoria Road, Driffield, North Humberside YO25 6UG

Inspection dates	17/01/2017 to 19/01/2017
The overall experiences and progress of children and young people	Good
The quality of care and support	Good
How well children and young people are protected	Good
The impact and effectiveness of leaders and managers	Good

Summary of key findings

The residential provision is good because

- Pupils make good progress in all areas of their development.
- Pupils benefit from consistent approaches at both home and school.
- Pupils' complex communication needs are supported well. Staff use a range of methods to ensure that pupils can communicate, including sign language, symbols and pictures.
- Staff know individuals very well, because they work consistent shifts on a weekly basis. This provides pupils with the predictability that they need.
- Pupils enjoy a range of activities in the community.
- Pupils have access to excellent on-site facilities, such as a 'rebound' room and a swimming pool.
- Staff have good knowledge of safeguarding procedures.
- New staff undertake rigorous vetting procedures to ensure that they are safe to work with children.
- The senior management team has a good understanding of the strengths and areas for development of this service.
- The senior management team is focused on continual development. It makes prompt decisions and takes effective action to improve the service for pupils.

Compliance with the national minimum standards 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 of incidents of restraint, including reasonable force, that 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 consistently to 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 needs to be clear.
- All children should have risk assessments that clearly separate the risks from the actions needed to reduce risk.
- An external independent visitor should routinely visit the service and provide a report covering all the points stipulated in standard 20 (20.2).
Particular emphasis should be given to the safety and well-being of pupils.
- The governor monitoring reports should cover all the points stipulated in standard 20 (20.2).
Particular emphasis should be given to the safety and well-being of pupils.

Information about this inspection

The headteacher was given around two hours' notice of this inspection. The inspector spoke to residential staff members and senior care officers. The staff were spoken to both alone and in a small group. 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 and two mornings. 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 both groups and observed their transition to school and the handover. The inspector met with the headteacher and residential manager regularly throughout the inspection to feed back and to evaluate the inspection as it progressed. The inspector also spoke to class teachers, the safeguarding governor, the chair of governors, parents, social workers and the residential staff who were on shift. Parental views were collated from Ofsted's 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 109 children aged from two to 19 years who have a range of learning disabilities and autism. The school has a separate residential facility on site. Currently, 32 pupils use the residential facility. Up to 14 pupils can stay at the residential facility each night, but this number is usually lower. Pupils stay at the residence on one or two nights per week on a regular basis. Some pupils also stay for part of the school holidays.

Inspection judgements

The overall experiences and progress of children and young people

Good

Pupils benefit from an environment tailored to meet their complex needs. They access specialist facilities such as the large sports hall, custom-built swimming pool and 'rebound' room. This enhances pupils' life experiences and they enjoy their visits to this residence. One parent commented: 'The experience of having being cared for in such a wonderful way has developed his social skills and confidence.' Pupils continue to make good progress in all areas of their development. One social worker commented: 'They are making good progress. They have become more independent.'

Pupils benefit from a consistent staff team. Consequently, there are excellent relationships between pupils and staff, and they enjoy spending time with staff who know them well. Having high levels of staffing makes sure that each individual experiences the quality time that they deserve.

New safeguarding recording systems support staff to share information effectively to protect pupils. Specialist social workers reported: 'The school is strong on safeguarding. Staff will ring for advice. There are no issues with their safeguarding practice.'

The residential provision is well organised around pupils' very complex needs. The senior management team strives for continual improvement, which has brought about recent changes to staff's working patterns. This is promoting greater consistency for pupils and allowing relationships between staff and young people to continue to develop. Two recommendations set at the last inspection are met. One minimum standard and one recommendation around physical intervention remain ongoing, as there have been no incidents of physical intervention to assess this against.

The quality of care and support

Good

Joint working between residential and school staff has significantly improved since the last inspection. Pupils are benefiting from the consistency of the seamless approach. Staff help pupils to learn by working on individual shared targets and approaches from both the residential provision and the school. Consequently, pupils continue to make good progress in all areas of their development.

Staff work closely with other professionals and parents to ensure that care plans fully meet pupils' very diverse and complex needs. Staff are proactive in requesting support from the specialist nurse to ensure good physical and emotional well-being for all pupils.

Pupils' complex health needs are well managed by specially trained staff. New medication recording and administration systems are effective in ensuring that medication is administered and transferred between settings safely.

Pupils enjoy an excellent range of activities, both on site and in the community. These include swimming, horse riding and soft play. As a result, their social skills and confidence improve. One parent commented: 'He's coming out of himself there, it's

great. He loves going out – he enjoys everything.'

Staff prioritise contact with parents strongly. They offer complete family support. As a result, some families have been able to implement their own coping strategies at home, which has improved family relationships and functioning. One parent commented: 'When times are tough, they are very supportive. They have supported me all the way, through helping us to cope at home.'

There are significant improvements in staff using individualised communication strategies effectively and consistently between the residential provision and school. This reinforces pupils' understanding and supports them to communicate with others, whatever their level of ability.

How well children and young people are protected

Good

Up-to-date risk assessments ensure that staff have an understanding of individual risks to pupils. Some risk assessments do not clearly separate the risks from the actions that are needed to reduce them. This is a recording issue which could potentially hinder staff consistency when dealing with challenging situations. In practice, staff successfully reduce and manage risk, while allowing pupils to develop their life experience and enjoy a wide range of activities.

Individual behaviour management plans help staff to manage pupils' behaviour positively. Staff redirect incidents of challenging behaviour effectively. Consequently, there has been no use of physical intervention since the last inspection.

Staff receive regular safeguarding training. As a result, they competently follow safeguarding procedures. Additional staff training ensures that staff are aware of the wider risks that pupils may face, such as from child sexual exploitation, internet safety and radicalisation. The senior management team responds robustly to any safeguarding issues raised and notifies external professionals when necessary in order to keep pupils safe.

The accommodation is well maintained and free from hazards. It is specially adapted to meet pupils' needs. This allows pupils to have as much independence as possible in a safe environment. Individual evacuation plans and regular fire alarm practices ensure that staff and pupils know how to get out of the building as quickly as possible in the event of a fire.

Robust vetting of new employees ensures that pupils are cared for by adults who pose no risk.

The impact and effectiveness of leaders and managers

Good

Since the last inspection, the senior management team has focused on improving the joint working practices between the residential provision and school. This has been successful, and pupils' experience of care is enhanced. They now receive a consistent approach

between settings from an integrated and stable staff team. This reduces pupils' anxiety, reinforces learning and strengthens relationships between pupils and staff.

The senior management team has a good understanding of the strengths of this service. Managers are able to identify areas of development and take effective action when necessary. For example, recent changes in staff working patterns are greatly benefiting pupils, providing them with consistent staff. The head of care efficiently monitors pupils' progress. This shows small steps in progress which lead to big achievements for individuals. Consequently, pupils make good progress, especially with personal skills such as brushing teeth and washing.

Staff receive regular supervision and an annual appraisal. This has been particularly important through recent changes due to restructure. It provides staff with the opportunity to receive feedback, adapt to change and discuss any issues in practice to improve pupil care.

The governing body has significantly developed since the last inspection. It makes regular visits to the residential provision. Its recording of these is not always consistent. The governors' monitoring reports at times lack evaluation and a clear focus on safeguarding. This is a recording issue which could potentially hinder management oversight. It is not affecting the quality of care. External independent visits have recently started. This will strengthen oversight of pupils' well-being and safety.

This provision is operating within the service's statement of purpose, providing good care for pupils.

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	seven to 18
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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