

# King's Mill School

Victoria Road, Driffield, North Humberside YO25 6UG

Residential provision inspected under the social care common inspection framework

## Information about this residential special school

King's Mill School is a residential special school that is maintained by a local authority. The school provides education for 124 children aged from two to 19 years, who have profound and multiple learning disabilities (PMLD) and/or autistic spectrum disorders (ASD). All pupils have education, health and care (EHC) plans. The school has a separate residential facility on site, called 'The Residence'. Currently, 33 pupils use The Residence. Up to 14 pupils can stay each night; most stay for one or two nights per week on a regular basis. Some pupils also stay for part of the school holidays.

**Inspection dates:** 4 to 6 December 2018

**Overall experiences and progress of children and young people, taking into account**                      **good**

How well children and young people are helped and protected                      good

The effectiveness of leaders and managers                      good

The residential special school provides effective services that meet the requirements for good.

**Date of previous inspection:** 5 February 2018

**Overall judgement at last inspection:** good

## Key findings from this inspection

This residential special school is good because:

- The residential pupils benefit from high standards of individualised care.
- The staff know the pupils well, understand their needs and promote their well-being.
- The residential pupils' experiences contribute to good progress in their social skills, confidence and independence.
- Parents are very positive about the school and the impact it has on their children.
- The staff ensure that the pupils' complex health needs are promoted.
- The residential pupils experience a good level of inclusion and integration in the local and wider community.
- There are thorough and comprehensive arrangements to keep pupils safe.
- Risk management is good and promotes the residential pupils' active participation in the community.
- The residential pupils' behaviour is good, and they learn to respect and tolerate others.
- The school is well managed and meets its aim and objectives in promoting learning for life.
- The governance arrangements are suitably challenging and promote continuous improvement.
- The care and support of pupils are integrated and coordinated across the whole school.

The residential special school's areas for development are:

- Undertake an internal, annual assessment of compliance with the national minimum standards. In particular, ensure that residential pupils' care plans, risk assessments and positive behaviour plans are all up to date and relevant to care practice in the residence and cover all needs including weight and diet. Ensure that new system for tracking progress with pupils' targets is used consistently and that all pupils can personalise their bedrooms. (NMS 20)
- Support all staff to attain a relevant minimum level 3 qualification or to have qualifications which demonstrate the same competencies. Staff should hold these qualifications or begin working towards them within three months. (NMS 19)

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

The residential pupils receive high levels of individualised care. They experience predictable responses in a caring and nurturing environment. This helps them feel safe, comfortable and reassured by staff. Consequently, there are positive relationships between the pupils and staff.

The staff know the pupils well and understand their complex needs. The staff ensure that the day-to-day life in the residence is inclusive and promotes the participation of all of the pupils.

The staff are child focused and consistently interact positively with the residential pupils and promote communication both verbally and non-verbally according to need. The pupils have a good say in the running of the residence and are given plenty of choices. They enjoy the wide range of activities on offer including an after-school dance club, cinema nights, swimming, bowling and access to toys and books. Consequently, the pupils are happy and settled.

The residential pupils' experiences, including their integration in the community, give them valuable opportunities to develop their social skills, confidence and independence. Links with diverse community groups such as churches, leisure centres, businesses and charities promote the residential pupils' experiences. Parental feedback, reviews of the pupils' EHC plans and destination data when they leave school all evidence good progress and development.

There is a new 'WOW' board that highlights the residential pupils' achievements, celebrates their accomplishments and promotes their self-esteem. The pupils like to help out with daily tasks and routines, which build their sense of responsibility.

The staff ensure that the health needs of all of the residential pupils are promoted. There is a coordinated approach with support from specialist health professionals. This ensures that pupils' individual needs, such as specific diets, epilepsy, sleep, and medication, are fully met.

### **How well children and young people are helped and protected: good**

The school leaders have well-established safeguarding arrangements in place that help to keep the residential pupils safe. The staff understand their roles and responsibilities and undertake a range of training that covers exploitation, abuse, radicalisation and e-safety.

The risks to residential pupils are appropriately identified. There are measures in place, such as extra staffing, close supervision and training in complex health needs, that reduce the risk as far as possible and keep pupils safe.

Risk management systems support the staff to promote residential pupils' access to activities and integration in the community in a safe way. The school and pupils are well known and respected in the local area. Trips out are well planned and appropriately resourced to keep the pupils safe and promote their enjoyment.

The school has good links with the Local Safeguarding Children Board. The school's safeguarding systems are thoroughly audited, and any allegations about staff are managed effectively. The school's policies and procedures comply with statutory guidance.

The staff are quick to address any attempt at bullying or falling out between the pupils. In doing so, the staff promote the pupils' respect and tolerance of each other and their differences. The staff appropriately challenge any poor behaviour and ensure that the pupils understand what is being communicated. Similarly, there is suitable praise for good behaviour. The staff work well together to provide structure and routines, which support pupils to be less anxious as they can trust predictable responses. Consequently, the residential pupils' behaviour is good.

### **The effectiveness of leaders and managers: good**

Leaders and managers consistently promote the school's 'learning for life' strategy. Staff at all levels expect the residential pupils to achieve and be well equipped for life after school. This is enforced by the oversight and challenge of a proactive governing body.

The strengths and weakness of the residential provision are well known. The governors regularly check the standards of care and have commissioned half-termly independent monitoring visits. Along with internal management reports, there are competent governance arrangements in place to drive improvements. However, annual assessments of compliance with the national minimum standards are not fully completed. This is a missed opportunity to strengthen the oversight of the residential provision.

Communication between care staff is good, and there is productive integration between care and education staff. Consequently, the support for residential pupils is well planned and coordinated. There is a new system for tracking the personal, social and emotional progress of residential pupils. This is linked directly to the outcomes pupils are achieving in school.

The care staff feel well supported and receive sufficient training to meet the diverse and complex needs of the residential pupils. Most staff have achieved the recommended qualification. A small number have not been able to progress towards this, as the school leaders have not been able to source an appropriate training provider.

The school has strong relationships with parents. Parents feel reassured and confident in trusting staff to look after their children. Parents are informed about

their children's experiences and progress through good communication. Parents find staff approachable and supportive and are listened to if they have any concerns to raise.

Good leadership ensures that the residential pupils receive specialist multi-agency support for their complex healthcare needs. This is well-organised partnership work that gives the residential pupils good all-round care.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the school knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'social care common inspection framework', this inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Residential special school details**

**Social care unique reference number:** SC055984

**Headteacher/teacher in charge:**

**Type of school:** Residential special school

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## **Inspector**

Simon Morley, social care inspector (lead)



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