

Brompton Hall School

Inspection report for residential special school

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Inspector	Sarah Urding / Marcia Mackey
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Brompton Hall provides for boys with social, emotional and behavioural difficulties, which are recognised in their statements of special educational need. The school offers day, extended day and weekly boarding places to boys from the local authority and on occasions outside of the county. Boys start at the school between the ages of eight and fourteen years. There are three boarding houses within the main building which are age arranged. The younger boarders live in a separate house within the grounds of the school.

Summary

The inspection took place over a period of two days with two inspectors present for one of the days. The inspection was a key announced inspection, its purpose being to conduct an annual inspection of the school and to follow up recommendations from the last key inspection, which are as follows: Recommendations The head of care should complete the childcare management qualification. The administration of incidents and complaints should be reviewed with a view to making information easier to access and quality assure. The head of care should develop a more formal system of supervision, which is recorded and includes quality assurance measures. The inspectors spoke to ten care staff, five members of the domestic and catering staff, a representative from the governing body, the head teacher and many of the pupils who stay at the school. They were also given a guided tour of the boarding facilities by two pupils who stay at the school. Records examined included young people's files, recruitment files, incident reports, complaints, sanctions logs, medication records, school policies and procedures, fire records, risk assessments, accident records and menus.

The overall quality rating is satisfactory.

This is an overview of what the inspector found during the inspection.

Improvements since the last inspection

Supervisions are consistent and performance management has improved. The head of care has completed a childcare management qualification.

Helping children to be healthy

The provision is good.

Standards 14 and 15 assessed. Pupils health care needs are being well met by the school. Records and discussions with staff indicate that pupils' health is monitored throughout their time at the school. Health care plans are completed prior to admission and inform staff of any health care issues. Staff demonstrate that they are well informed about the health needs of pupils and have been trained to meet any specific health matter. The relationship between the school and pupils' primary carers is inclusive. The school demonstrates that it communicates effectively when pupils are ill. Where possible parents/guardians are encouraged to take responsibility for the medical needs of their children. However, staff at the school will support pupils' attendance at medical appointments and provide support during illness. Pupils are encouraged to keep their own GP but can be temporarily registered at a local clinic should the need arise. Pupils undergo medical examinations by a paediatrician annually within the school. Presently, individual records of illnesses and medical appointments are not kept. This is recommended. Pupils say that staff are sensitive to personal issues, such as enuresis, and offer them good levels of support. Medication records indicate that the school administers medication

as prescribed. The system is accountable and medication is safely stored. It is recommended that the school implement the guidelines set out by the Royal Pharmaceutical Society of Great Britain when administering controlled drugs as current practice does not ensure that two staff oversee administration. Meals provided are of a high standard and well balanced. Healthy alternatives are offered at every mealtime and pupils are encouraged to be involved in promoting their good health by some imaginative initiatives. For example, some pupils choose to keep a record of their food intake. Mealtimes are well organised and enjoyed by staff and pupils. Pupils say that the food is great and many were observed to return for second helpings.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Standards 3, 4, 5, 8, 10, 26 and 27 assessed. Pupils are safely looked after by staff who place protection at the forefront of their practice, but lack of attention to detail in the recording of complaints and awareness of recent safeguarding guidelines compromises their welfare. Pupils say that their privacy is respected by staff, which was observed in their practice. Staff achieve a balance between promoting privacy whilst displaying an awareness of the need to ensure that pupils are safe. Pupils say that their privacy is respected whilst dressing, taking showers and when they make telephone calls. Staff say that they encourage pupils to be personally aware and supervise activities at a distance when appropriate. The exceptionally good relationships between staff and pupils encourages openness and pupils say that staff are approachable. This makes the complaints process in the school accessible to them. Records also demonstrate that parents and guardians feel able to approach the school about issues of concern. Concerns/complaints are handled promptly by the head teacher, but records do not demonstrate an outcome or whether complainants are satisfied with the response. This is recommended. Discussions with staff and records detailing child protection issues, indicate that staff report concerns appropriately. However, the records do not provide an overview of action taken by the school in response to such concerns or of any outcome. Without this information the school does not demonstrate that situations are being handled appropriately. Two potential safeguarding matters, discussed with the head teacher also indicate that the schools' own safeguarding procedure is not being followed. The school has failed to pass on potential concerns to the local authority for consultation and their consideration, and has dealt with the matters internally. Whilst subsequent action taken by the school has been thorough, the lack of involvement of external agencies stifles the safeguarding process. The school is proactive in its' approach to handling bullying. Pupils report a low incidence of bullying and risk assessments demonstrate staff awareness in this matter. The school has an anti-bullying policy in place and involves pupils in decision making about bullying amongst peers. This is good practice. Pupils are protected by the school's practice and reporting of incidents of unauthorised absence. The management of behaviour within the school is excellent. Inspectors observed a positive and committed staff team who communicate effectively with each other and the pupils. Pupils are very clear about expectations and respond positively within this structured environment. The school is inclusive in its approach to managing behaviour and pupils respond well to the incentive scheme in operation. This reflects in the demeanour of the pupils who are well behaved, confident and polite. Incidents of poor behaviour are managed effectively and well recorded. Records indicate that pupils and staff stay in a safe and well managed environment. A senior member of staff is responsible for health and safety matters, which are regularly monitored. Staff and pupils have a clear understanding about fire safety and security in the school. Safe recruitment practice is followed.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Standards 12 and 22 assessed. Pupils are encouraged to achieve socially, educationally and emotionally owing to the broad range of opportunities provided by the school. The integration between school and residential life is seamless, providing pupils with a consistent experience throughout. This is encouraged by excellent communication systems between teaching and residential staff. Shared handovers take place on a daily basis and a common focus is achieved through individual target setting. Records of achievement demonstrate very positive outcomes for pupils. Individual support is provided and pupils benefit from the one to one time they spend with key workers. Records indicate that needs are identified and discussed in partnership with pupils and parents on a regular basis. This inclusive approach encourages pupils to take responsibility and affect improvement where identified. Good systems are in place that promote independence and pupils are supported to find work or seek further training when they leave the school. The head stated that over 50% of pupils leaving school last year are in full time employment or further education. The excellent range of activities on offer, defined structure, consistent behaviour management and sound relationships are a contributory factor in achieving these positive outcomes.

Helping children make a positive contribution

The provision is outstanding.

Standards 2, 17 and 20 assessed. Pupils are valued and their individuality is respected. Their contribution is an integral part of life within the school. Systems in the school are child-centred and inclusive. There are a range of forums available for pupils to contribute their views as to the running of the school. Pupils are given the opportunity to express their views individually in key working sessions, questionnaires, in groups at house meetings and at school council meetings. Staff meetings also take place at all levels within the school and mechanisms are in place for resolving issues raised and feeding back to pupils. Achievements and news are shared with pupils, parents and staff in a newsletter produced each term. Placement plans are in place and reviewed twice per term with pupils who contribute to this process. Records indicate that the school is inclusive in its' approach to involving parents in school life. Staff were observed to keep parents informed of events and progress of their children. Pupils say that they are able to contact their families when they wish and the facilitation of this was seen. Parents are encouraged to contribute their views as to the running of the school, which is evidenced in the questionnaires sent to parents on a regular basis. This proactive approach encourages a sense of ownership within the school from staff, pupils and parents.

Achieving economic wellbeing

The provision is not judged.

Organisation

The organisation is good.

Standards 1, 18, 19, 28, 30, 31, 32 and 33 assessed. Pupils benefit from a well managed school. The ethos of the school is clearly set out in the statement of purpose which is approved by the governors. Pupils and parents/guardians are clear about facilities, expectations and routines, which are outlined in the school prospectus and pupil handbook. Clear records are kept of pupils experiences within the school, however, the records kept do not fully meet standards

18 and 19. This is recommended. Staff rotas and discussions with staff indicate that there are good levels of staffing to meet the need of pupils and provide a good range of activities beyond the school day. The good level of staffing enable existing staff to cover in times of absence. This promotes consistency of care. A senior member of staff is identified each evening and takes responsibility for site issue, managing incidents and security. This makes decision making accountable. Improvements have been made in the arrangements for the professional supervision of staff. Staff confirm that this is taking place regularly and they receive the support and development opportunity to fulfil their roles. The school is well organised and time is scheduled as part of the routine of the school for staff supervision, handovers and meetings to take place. The head of care has now achieved a qualification in childcare management and many of the staff have completed or are in the process of completing qualifications in childcare. The absence of the head of care has not yet had a detrimental impact on outcomes for pupils owing to the commitment of the staff team to continue to develop standards within the school. The head teacher is currently covering this role and has made arrangements for team leaders to take on temporary additional responsibilities. It is recommended that these roles be more formally defined in order to prevent responsibilities being overlooked. A sound business management system is in place and a common focus is achieved because of effective forums of communication within the school. Quality of service is monitored regularly and contributes to a sound developmental plan for the school. The monitoring of school records currently takes place each term. However, some records should be monitored twice a term. It is recommended that this be implemented. The school benefits from having a governing body that maintains close contact with staff, pupils and parents. Governors report good levels of communication with the school. Monitoring visits take place twice a term and are reported upon. This contributes to the maintenance of good standards within the school.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- implement the guidelines produced by the Royal Pharmaceutical Society of Great Britain within the school
- review the recording of complaints, reflecting action taken and outcomes
- review the recording of safeguarding issues, reflecting action taken and outcomes
- implement the Safeguarding Children's Board procedures within the school
- keep records as outlined in standards 18 and 19
- clarify roles and responsibilities of team leaders
- monitor records as outlined in standard 32.

Annex

Annex A

National Minimum Standards for residential special school

Being healthy

The intended outcomes for these standards are:

- children live in a healthy environment and the health and intimate care needs of each child are identified and promoted (NMS 14)
- children are provided with healthy, nutritious meals that meet their dietary needs (NMS 15)

Ofsted considers 14 the key standard to be inspected.

Staying safe

The intended outcomes for these standards are:

- children's privacy is respected and information about them is confidentially handled (NMS 3)
- children's complaints are addressed without delay and children are kept informed of progress in their consideration (NMS 4)
- the welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse (NMS 5)
- children are protected from bullying (NMS 6)
- all significant events relating to the protection of children in the school are notified to the appropriate authorities by the head of the school or designated person (NMS 7)
- children who are absent without authority are protected in accordance with written guidance and responded to positively on return (NMS 8)
- children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour (NMS 10)
- children live in schools that provide physical safety and security (NMS 26)
- there is careful selection and vetting of all staff and volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers (NMS 27)

Ofsted considers 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

Enjoying and achieving

The intended outcomes for these standards are:

- the school's residential provision actively supports children's educational progress at the school (NMS 12)
- children have ample opportunity to engage in purposeful and enjoyable activities within the school and in the local community (NMS 13)
- children receive individual support when they need it (NMS 22)

Ofsted considers 12 and 22 the key standards to be inspected.

Making a positive contribution

The intended outcomes for these standards are:

- children are encouraged and supported to make decisions about their lives and to influence the way the school is run; no child should be assumed to be unable to communicate their views (NMS 2)
- children have sound relationships with staff based on honesty and mutual respect (NMS 9)
- children experience planned and sensitively handled admission and leaving processes (NMS 11)

- children have their needs assessed and written plans outline how these needs will be met while at school (NMS 17)
- in accordance with their wishes children are able and encouraged to maintain contact with their parents and families while at school (NMS 20)

Annex A

Ofsted considers 2, 17 and 20 the key standards to be inspected.

Achieving economic well-being

The intended outcomes for these standards are:

- children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money (NMS 16)
- children about to leave care are prepared for the transition into independent living (NMS 21)
- children live in well designed and pleasant premises, which provide sufficient space and facilities to meet their needs
- children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use (NMS 24)
- children are able to carry out their personal care in privacy and with dignity (NMS 25)

Ofsted considers the key standard to be inspected.

Organisation

The intended outcomes for these standards are:

- children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils (NMS 1)
- children's needs, development and progress are recorded to reflect their individuality and their group interactions (NMS 18)
- there are adequate records of the staff and child groups of the school (NMS 19)
- children are looked after by staff who understand their needs and are able to meet them consistently (NMS 28)
- children are looked after by staff who are trained to meet their needs (NMS 29)
- children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare (NMS 30)
- children receive the care and services they need from competent staff (NMS 31)
- children and staff enjoy the stability of efficiently run schools (NMS 32)
- the governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school (NMS 33)

Ofsted considers 1, 28, 31 and 32 the key standards to be inspected.