



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Brompton Hall School**

**Brompton By Sawdon  
Scarborough  
North Yorkshire  
YO13 9DB**

*Lead Inspector*  
**Stephen Sharp**

*Key Announced Inspection*  
**13th November 2006      09:00**

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Brompton Hall School
<b>Address</b>	Brompton By Sawdon Scarborough North Yorkshire YO13 9DB
<b>Telephone number</b>	01723 859121
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Chair of Governors Mr Barry Honeysett  North Yorkshire County Council
<b>Name of Head</b>	Mr Mark Mihkelson
<b>Name of Head of Care</b>	Mr Jim Roberts
<b>Age range of residential pupils</b>	8 -16
<b>Date of last welfare inspection</b>	16/11/05

**Brief Description of the School:**

Brompton Hall provides for boys with social, emotional and behaviour difficulties which are recognised in their statements of special educational need. An increasing number of boys have complex behaviour needs. The school offers day, extended day and weekly boarding places to boys from throughout the local authority area and on occasions, outside of the county. Boys tend to be mostly white, and British. Sixteen per cent are in the care of a local authority. Boys start at the school between the ages of eight and fourteen years which means the ability range, specific needs and cohesion of any class can change.

There are three boarding houses within the main building which are age-arranged; the younger boarders live in a separate house within the grounds and away from the main building.

# **SUMMARY**

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

Two inspectors spent two days at the school to find out what it is like for children boarding at the school and if they are safe and happy. At the same time another inspector (from Ofsted) was looking at what children are learning at the school.

The inspectors talked to as many children as possible. One boy showed them round the school and they visited the boarding houses and sat and had meals with children. They also talked to staff and looked at what was written down about the people in the school and how it was run.

Before they went to the school, the headteacher told the inspectors about the school. Also the children and some of their parents or carers filled in a questionnaire which said what they thought about the school.

The inspectors were pleased with what they found and think that the school looks after children very well.

## **What the school does well:**

Children enjoy being at the school and are learning all the time how to get on with each other and with adults.

Children are valued and respected and safe within clear routines and boundaries. This gives them the confidence to explore and learn about the world about them, developing the knowledge and the skills they need.

## **What has improved since the last inspection?**

Care of children keeps getting better.

## **What they could do better:**

The Head of Care could have a more formal approach to supervision which would be recorded and would include checks on systems in place. This would mean staff were better supported and that problems could be picked up sooner. This would make children more safe.

Information could be stored in children's and staff files in a way that it could be more easily read and used by managers to make sure everything is being done to make children safe.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

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# 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)

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

Quality for this outcome area is good.

Children's health and care needs are met.

This judgement has been made through using available evidence including a visit to this service.

## **EVIDENCE:**

There is evidence on files that social workers, health professionals and parents/carers are all consulted on care and health matters. The files could be kept so information is more accessible.

Care staff and teaching staff share information about pupils and all know each pupil's needs.

Each boarding house has its own identity and strong leadership from its Leading Child Care Officer. Records of medication are kept in each house; there was one error which had not been previously noted.

Pupils said they were looked-after when poorly and staff were sensitive to personal issues such as enuresis.

Meals are an enjoyable experience and sufficient quantity and choice is offered.

# 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 by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(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, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

## JUDGEMENT – we looked at outcomes for the following standard(s):

3,4,5,7,8,10,26,27

Quality for this outcome area is good.

Children are safe.

This judgement has been made through using available evidence including a visit to this service.

## EVIDENCE:

Pupils report being happy at school and confident to take any problem to arrange of members of staff. One boy said he would go to the first member of staff he met. Placing officers remarked at the ease with which pupils could talk to staff; also parents/carers said that their communication with the school was good. The easy friendly – but also firm and fair – relationships between all members of staff and pupils was observed by inspectors and is exceptionally good.

These relationships and the knowledge that all staff have of pupils makes them sensitive to them and provides protection.

Pupils did not report bullying as a problem, if it does occur which is not often, there is a Bullying Board which deals with it for both the bullied and the bully.

When restraint is necessary this is carried out following procedure and is recorded in two Major Incident Books.

Safe recruitment practice is followed.

A senior teacher is responsible for Health and safety within the school; procedures are in place and systems for monitoring used. All activities both within the school and on outside trips are risk assessed.

# 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 both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## JUDGEMENT – we looked at outcomes for the following standard(s):

12,22

Quality in this outcome area is excellent.

Children enjoy school and are benefiting socially, emotionally and educationally from the boarding experience.

This judgement has been made through using available evidence including a visit to this service.

## EVIDENCE:

The pupils are happy at school and confident in their relationships with staff; they are alert and enjoy a huge range of activities available to them both in the boarding houses and outside the school. This is despite a lack of indoor-sports facilities.

Boarding life is an integral part of the pupils' educational progress and does not just support it. Activities are planned with the national curriculum in mind and teaching staff and care staff work hand in hand both in and out of the classroom. This is exemplified by the fact that there were three trips abroad this year – to Bulgaria, Germany and Spain. The younger pupils in Rosedale are learning Spanish in their house from the Leading Child Care Officer and use their Spanish at the dining table for enjoyment.

The pupils are achieving constantly with a reward system that promotes social behaviour. This is evident from all the views canvassed, observation and the school results.

# 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 living away from home at school.(NMS 20)

## JUDGEMENT – we looked at outcomes for the following standard(s):

2,17,20

Quality for this outcome area is excellent.

Children are valued and there is a high quality relationship between staff and children.

This judgement has been made through using available evidence including a site visit to this service.

### EVIDENCE:

Pupils are involved in all aspects of school life and are consulted about their care and education.

Pupils attend reviews and have key-workers; each has a care plan and these are reviewed.

There are school forums for general matters.

Pupils engage easily and constantly with all staff.

# Achieving Economic Wellbeing

## 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, providing sufficient space and facilities to meet their needs.(NMS 23)
- 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)

## JUDGEMENT – we looked at outcomes for the following standard(s):

16,21,23,24,25

Quality for this outcome area is good.

Children are prepared for leaving school.

This judgement has been made through using available evidence including a visit to this service.

## EVIDENCE:

Pupils are prepared for independence by keeping close contact with home, enjoying and achieving, obtaining recognition and awards – and some attend training in other colleges.

They live in an environment which is comfortable, homely and which they respect.

Bathrooms and sleeping spaces offer privacy and each pupil has a secure locker.

# Management

## 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 is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both 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)

## JUDGEMENT – we looked at outcomes for the following standard(s):

1,19,28,29,30,31,32,33

Quality for this outcome area is good.

The school is well managed for the benefit of children.

This judgement has been made through using available evidence including a visit to this service.

## EVIDENCE:

There is an active governing body, led by a committed chair, and which has three parent governors. The governing body has quality assurance systems

in place to monitor the well-being of pupils and the conduct of the school. Meetings are held and minuted and the chair visits the school regularly.

The governing body supports the headmaster who has put systems in place to manage the class and care sides of the school as one.

A Leading Child Care Officer is responsible for each boarding unit. This gives "ownership" and has allowed them to develop strong teams and make innovations; but they also work closely together, support each other and work across the units when necessary.

The Leading Child Care Officers are supervised by the Head of Care; records of supervision are not always kept.

The Head of Care is due to obtain the childcare management qualification in December 2006.

Staff files showed that safe recruitment practices are followed; they contain application forms, references and evidence of CRB checks- omissions or queries are followed up. They did not contain induction and other training and development records and are difficult to access because files are not divided and do not have a contents page at the front. To guide the reader.

Pupils files hold copies of care plans, reviews, correspondence and Major Incidents but are difficult to access because files are not divided and do not have a contents page at the front.

Some information is recorded in daily log which is kept in the care manager's office.

The two Major Incidents Books – nominally one for the teaching staff and the other for care staff – are reviewed by two people; it would be better to have one person responsible for what is one task.

Complaints are logged in a book and correspondence kept in a separate file. The latter contains matters relating to staff and children which would be better kept in the individual's file. Also a complaints tracking form would be useful to monitor that the procedures had been followed .

It is recommended that the Head of Care has a more formal system of supervision which is recorded and is used for quality assurance. (standard 30)

It is recommended that the administration of information on incidents and complaints and files on pupils and staff be reviewed with a view to making information easier for managers to access and quality assure. (standard 19)



# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>6</b>	X
<b>7</b>	3
<b>8</b>	3
<b>10</b>	4
<b>26</b>	3
<b>27</b>	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>13</b>	X
<b>22</b>	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>9</b>	X
<b>11</b>	X
<b>17</b>	3
<b>20</b>	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	3
<b>21</b>	3
<b>23</b>	3
<b>24</b>	3
<b>25</b>	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	2
<b>28</b>	3
<b>29</b>	3
<b>30</b>	2
<b>31</b>	2
<b>32</b>	3
<b>33</b>	3

Yes

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS31	The Head of Care should complete the childcare management qualification (previous recommendation)	
2	RS19	It is recommended that the administration of information on incidents and complaints and files on staff and pupils be reviewed with a view to making information easier to access and quality assure.	
3	RS19 RS30	It is recommended that the Head of Care has a more formal system of supervision which is recorded and includes quality assurance measures.	

## **Commission for Social Care Inspection**

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