



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Brompton Hall School

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

Lead Inspector
Marcia Mackey

Announced Inspection
16th November 2005 09:30

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 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

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

Name of school Brompton Hall School

Address Brompton By Sawdon
Scarborough
North Yorkshire
YO13 9DB

Telephone number 01723 859121

Fax number

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** Mr Mark Mihkelson

Name of Head Mr Mark Mihkelson

Name of Head of Care Jim Roberts

**Age range of residential
pupils** 8-16 years

**Date of last welfare
inspection** 25th January 2005

Brief Description of the School:

Brompton Hall School is owned and run by North Yorkshire County Council. It offers day and weekly boarding provision to boys aged 8-16 years. All pupils have statements of special educational needs and the service is available to children who live outside of the county. There are three boarding houses within the main building and these 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.

The school was inspected over a period of 2 days and took a period of 25 hours including preparation time. The inspectors were given a pupil guided tour of the school and grounds and were also able to conduct interviews with the Headmaster, the Head of Care, the Chair of Governors, all Care Officers on duty and all ancillary staff including caterers, cleaners and maintenance workers. In addition, inspectors were able to join pupils for meals and to observe and participate in evening activities.

Questionnaires were sent to pupils, parents, care staff and placing officers and the results of these are included within the inspection findings.

The inspectors would like to thank all the pupils and staff at Brompton Hall for their co-operation with the inspection.

What the school does well:

Brompton Hall continues to develop good interpersonal relationships between boarders and staff. The atmosphere within the school is relaxed and friendly and boarders are happy and well looked-after. The school provides a wide range of enjoyable and challenging activities which offer positive experiences to help develop pupils' skills and self-confidence. Comments made by pupils included 'There are loads of activities', 'The staff are friendly' and 'The food is really good'.

What has improved since the last inspection?

The culture of the school continues to develop positively and both staff and boarders reported that the atmosphere has become more relaxed and that discipline is 'firm but fair'. There has been development in the school's individualised approach to care and a move away from a whole-school 'institutional' approach: this has allowed each boarding unit to develop its own identity which has been adapted to the age range and needs of individual boarders. Boarders are consulted regarding the day-to-day running of the school and are actively encouraged to participate in decision-making.

What they could do better:

The Head of Care should ensure that he obtains appropriate qualifications in order to lead the care team effectively.

The school should continue to make links with other residential schools in order to allow staff to share good practice.

The school should consider obtaining behaviour management training from a BILD accredited provider.

The system of administering medication should be reviewed in order to ensure that it is safe and that it protects boarders' right to confidentiality.

Staff recruitment files should contain all required documentation in order to ensure safe practice.

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 or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Enjoying and Achieving

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Achieving Economic Wellbeing

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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):

14 and 15

Children's health is promoted by the policies and practices of the school.

EVIDENCE:

All boarders are registered with a local GP but remain with their own dentist and optometrist. Parents and carers are encouraged to ensure that dental and ophthalmic appointments take place during holiday periods and, where appointments are necessary during term time, parents take responsibility for accompanying their child where this is practicable.

There was evidence on file of referrals being made to appropriate professionals and of appointments being made and kept and boarders reported feeling 'well looked after' when they are ill. The school is sensitive to the needs of boarders with enuresis who are able to have their bed linen laundered as and when necessary. Boarders have sufficient personal requisites and were observed being encouraged by staff to take care of their personal hygiene needs.

All staff have received first aid training as well as in-house training regarding the administration of medicines. Staff should ensure that all medication is recorded at the point of administration and that boarders are able to take medication in private if they wish.

The school caters for the dietary needs of individual boarders very well: the food provided is of a good quality, is freshly produced and in adequate quantities to meet the needs of all pupils.

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):

4,5,6,7,8,10,26 and 27

The school protects the safety and well-being of its boarders although consideration should be given to obtaining accredited behaviour management training.

EVIDENCE:

All staff, including ancillary, have received child protection training via the local Area Child Protection Committee and are clear regarding their role in the event of allegations of abuse and the limits to confidentiality.

Boarders are given information and advice regarding whom to contact for help and support with school issues and are able to make complaints via the school's complaints procedure. NYCC has made available a youth advocacy service for all resident pupils: the service has contacted pupils to discuss what

it can offer. In addition, the school has employed an independent advocate to visit the school although pupils have so far not made use of this provision.

Boarders reported minimal bullying and feel that, where bullying does take place, it is dealt with appropriately. The school has appropriate procedures for addressing the issue which include the care of both 'victim' and 'bully' although staff feel that bullying awareness is an area which they would like to develop further. The school has developed a comprehensive risk-assessment, which identifies risk locations within the school with regard to bullying behaviour, and this is regularly reviewed in order to ensure that it is appropriate to the current group of boarders and day pupils. This is good practice.

All staff have received behaviour management training and there are individual risk assessments in place for each boarder regarding the methods of restraint to be used. Staff reported a 'tremendous reduction' in the number of physical restraints over the past year and attributed this reduction to a stable long-term staff group and increased incentives for young people to behave well.

Where restraints do occur, a record is maintained of the type and duration of the incident although this record does not always clarify the reason for the intervention e.g.) serious risk of harm to person or property: this should be made clear in future recording. The school's current provider of behaviour management training is not BILD accredited and a discussion was held with the school regarding this matter. The school should consider accessing such accredited training to ensure that it is delivering best practice in the area of behaviour management for children with emotional and behavioural difficulties. Trends in restraint are reported to a sub-committee who report to the governors and make recommendations if this is felt necessary.

All staff recruitment files contained evidence of checks by the Criminal Records Bureau although references were missing from one file. There were no records of telephone checks for references on any files although the Headmaster confirmed that these checks take place: a record will be maintained in future.

The school has a designated Health and Safety Officer (HSO) who has undertaken appropriate training and who has developed good quality risk assessment and monitoring of the school. Assessments are completed for each activity undertaken in-house as well as for local trips and overseas visits. In addition to generic risk assessments, the member of staff in charge of any activity which involves the use of the school's mini bus, must complete a further assessment which includes a detailed seating plan and an action plan in the event of an emergency. In addition to the checks undertaken by the fire department, the school undertakes its fire risk assessments as well as PAT testing on a yearly basis. Fire drills take place regularly (after a new intake of pupils and / or each new term) and most pupils had undertaken an evacuation of the building very recently: all were aware of escape routes and meeting points.

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):

12,13, and 22

Boarders are offered a wide range of enjoyable and challenging activities and are able to access individual support when they need it.

EVIDENCE:

The provision of activities is an area of strength at Brompton in spite of the lack of indoor-sport facilities. Boarders were enthusiastic regarding the range of activities on offer, which include (amongst others) fishing, swimming, ice-skating, skateboarding, rugby, football and go-karting. In addition, selected boarders who obtain a high enough pass are able to take part in motorcycling: as well as being able to ride motorbikes, this enables boys to take in bike maintenance and many have gained valuable practical skills as a result.

The school recently arranged a skiing holiday and one pupil was able to show inspectors the holiday photographs, which had been wall-mounted in the lobby. Boarders who had attended this trip were very positive about the experience. There are also regular outings to the beach, for walks or to special interest centres such as Eden Camp.

During the inspection, staff were observed engaging boarders in a range of activities including computer games, rugby training and indoor pursuits such as snooker and table football. A swimming trip had also been arranged for pupils who had gained sufficient points for good behaviour and care staff were engaged in reading with boarders in order to support their educational attainment. Where boys wish to have un-directed time, e.g. watching the television, this is occasionally permitted although they are strongly encouraged to take part in more active pursuits as often as possible and many regard this as the most positive aspect of being a residential pupil at the school.

Each boarder is allocated a key-worker who is responsible for their day-to-day care including facilitating contact with parents or carers and assisting with homework following school. Boarders are able to change key-worker if they wish although this has not been necessary to date. One boarder commented that 'Brompton is better than normal schools – you get more attention'.

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):

2,9,11,17 and 20

Boarders are able to communicate their views and have positive relationships with staff.

EVIDENCE:

The school actively encourages pupils' participation in the day-to-day running of the school and has increased the opportunities for pupil consultation. Individual Unit Forums take place, which include a review of the unit, any recent events, anything positive or negative which is taking place including any repairs needed and items for general discussion. A record is maintained of the outcome of these meetings and issues are then taken forward to the School Council for discussion and action. A record is also maintained of changes which have taken place as a result of these meetings including bed-time routines, menus and the purchase of resources including mountain bikes.

Young people's comments and opinions are also recorded in review documentation held on file as well as following incidents where physical intervention has been used. In addition, records showed that children are involved in planning their care while at the school and that they are regularly asked questions such as 'Are you happy with the routine of the school?' and 'Do you understand what a key-worker is'? During key-worker sessions, boarders are also asked questions around whether they feel their ideas and

thoughts are listened to – with any action needed and action taken being recorded. Children expressed positive views about care staff and were seen to be engaging with staff in a relaxed and friendly manner.

Staff interviewed during the inspection reported feeling that relationships with pupils were 'good and improving' due to a change in culture at the school: this was defined as a move away from a more 'disciplinarian' approach toward one more focussed on positive reinforcement.

Boarders are engaged in planning targets and goals for their own behaviour and these plans were in evidence on file. In addition, there are three meetings per term between boarders, key-workers and tutors in order to review and update progression and targets.

All children are provided with a Children's Guide to the school, which explains procedures and daily routines. Boarders are able to maintain contact with family and friends via telephone, email and letter and are encouraged to do so. Parents can phone into the pupil's unit and pupils felt that they had sufficient contact. Where pupils are 'upset' they are encouraged to calm down prior to making contact with home in order 'not to upset parents'. Some pupils interpreted this as being unable to call home: this issue should be clarified with boarders and parents during induction. In addition, one parent felt that the location of the telephone did not provide enough privacy for conversations with family although this was not an issue raised by boarders themselves.

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):

16,23,24 and 25

Children are provided with adequate accommodation and facilities.

EVIDENCE:

Boarders are able to wear their own clothes during their free time and school uniform remains within the school during weekends and holidays in order to be washed by the in-house laundry. Boarders are also able to have clothes washed during the school week and were seen to be wearing clean, appropriate and well fitting clothes. Living accommodation within the school is adequate and boarders are given a degree of privacy within sleeping areas by means of cubicles which separate bed spaces. They are able to bring in items from home including posters and pictures although some of the sleeping areas appeared a little stark and were need of some minor repair and redecoration work. Shared spaces such as the sitting rooms were warm and comfortable with access to telephone, computer, television, DVD and video players. The décor in these areas was of a good standard and had been made more homely by the use of plants and wall hangings. Pupils reported being satisfied with accommodation and said that there is sufficient privacy in shower and toilet areas.

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):

18,28,29,30,31,32,33

The school is well run although the Head of Care does not yet have the qualifications necessary for effective leadership of the care team.

EVIDENCE:

The care team has recently been restructured with the removal of the post of Deputy Head of Care. The Head of Care now leads a team of LCCO's (Leading Child-Care Officers) who are in turn responsible for the supervision and management of care staff within their individual units. NVQ 3 qualifications have been obtained, or are in the process of being obtained, by all care staff: all new recruits to the care team will be required to register for NVQ 3 following an induction period. One member of staff is an NVQ assessor and a further member is an NVQ verifier – these staff are keen to assist the team in improving skills and qualifications on an ongoing basis. The Head of Care has yet to complete an NVQ 4 qualification in Management and this is a source of

some concern: this qualification should be completed as soon as possible. In addition, the school should ensure that all full-time and part-time staff are adequately inducted into their roles: some staff described the induction process as 'inconsistent'.

The staff team are positive about recent changes to the management structure and feel that boarding practice is developing positively due to the stability of longer-term staff. They identified a strong team-focus, good communication and sufficient, supportive staff as the major strengths of the care team. However, the new structure should be monitored to ensure that it continues to meet the needs of staff. The school has introduced a system of annual performance management, which runs alongside the supervision process, and this will ensure that all staff continue to develop the knowledge and skills necessary for their work.

Where possible, key staff should be able to attend training events and practice updates in order to maintain links with other schools and to share policy developments and best practice. In addition, key-workers should, wherever possible, be able to attend reviews and strategy meetings with regard to any child they key-work: this will facilitate consistency of care and will enable staff to maintain links with the wider professional community

There are good systems in place with regard to the monitoring of the school: inspections are carried on a half term basis by a parent governor, with a report being submitted to the governing body and Senior Management Team. In addition, the school addresses the suitability of provision via a self-assessment form, which is also updated on a half term basis.

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>
14	2
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	X
4	3
5	3
6	3
7	3
8	3
10	3
26	3
27	2

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	3
22	3

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	X
18	3
19	X
28	3
29	2
30	3
31	2
32	3
33	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	14	Staff should ensure that the policy for administering medicines is implemented.	01/01/06
2	27	All aspects of the recruitment process should be recorded in writing and verifiable in personnel records.	01/01/06
3	29	All staff should have access to continuing training. New staff should have access to a clear induction programme.	01/01/06
4	31	The Head of Care should complete an NVQ 4 management qualification.	01/01/06

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