

# inspection report

Residential Special School (not registered as  
a Children's Home)

## **Brompton Hall School**

Brompton By Sawdon

Scarborough

North Yorkshire

YO13 9DB

24th February 2004

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

## SCHOOL INFORMATION

**Name of School**

Brompton Hall School

**Address**

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

**Tel No:**

01723 859121

**Fax No:**

**Email Address:**

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

North Yorkshire County Council

**Name of Head**

Mr Mark Mihkelson

**NCSC Classification**

Residential Special School

**Type of school**

Residential Special School

**Date of last boarding welfare inspection:**

27/01/03

<b>Date of Inspection Visit</b>		24th February 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Stephen Sharp	074539
<b>Name of NCSC Inspector</b>	<b>2</b>	David Martin	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		N/A	
<b>Name of Establishment Representative at the time of inspection</b>		Mr M. Mihkelson	

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Brompton Hall School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Brompton Hall School is owned and run by North Yorkshire County Council. It offers day and weekly boarding provision to boys aged 8 to 16 years. There are usually about forty-five children receiving services, the majority of whom are weekly boarders. All the pupils have statements of special educational needs and the school serves a very wide catchment area. The maximum boarding is 4 nights per week, some children only board 1 or 2 nights per week. The purpose of boarding is solely to support education.

Most of the boarders are accommodated in the large historic Brompton Hall building. There are four distinct boarding groups which are age-related and each group has dormitory areas dedicated for their use. The whole community shares a dining hall, the classroom areas and the recreational facilities. The youngest boys are accommodated in a small separate boarding house which has a dedicated outdoor play area. There are extensive grounds and further outdoor play and sports facilities surrounding the Hall which are enjoyed by all the boys.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

Boys have a positive view of life at the school and how it benefits them.

Boys' views are heard.

The behaviour management system is primarily based on rewards and sanctions are accepted as fair.

There is no significant bullying between boys.

Boys/Staff relationships are generally positive.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Care tasks relating to individual children need to be planned and recorded and care staff require better support.

The use of restraint must not be routinely used.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

There is a focus on the boys' education and behaviour. This is benefiting the group and there is a feeling of achievement and pride in the school expressed by children and parents.

At the same time this puts a considerable strain on some of the boys who present challenging behaviour. The use of restraint as a means of managing these behaviours has increased since Autumn 2003. This is not isolated to a small number of boys and can almost be described as a routine response. Restraint is causing hurt and very occasionally injury. This is a matter that has caused the headmaster and governors concern and was already being addressed at the time of the inspection.

Boys who were unhappy at the use of restraint still expressed their overall satisfaction with school life and their being listened to.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS4	<p>Action is required to produce an effective complaints procedure which is accessible to children and others. Written procedural guidelines need to be developed which clearly explain how major and minor complaints will be processed by school. The policy also needs to include information about how complainants can secure access to an independent advocate to assist them with their complaint. Details of how children and others can make contact with the National Care Standards Commission must be included. The procedure should state that complainants may directly make their complaint to the Commission. Lastly, reassurance must be offered that no reprisals will be taken against children or others making a complaint.</p>	01/09/04



2	RS5	The Child Protection Policy within the staff handbook needs to be revised and to provide staff with up to date appropriate information. All staff need to be given the opportunity to develop their skills and understanding of their role and that of their agency in pursuing a robust child protection strategy.	01/09/04
3	RS8	The school needs to review its working practices regarding children absent without authority and to ensure that the written procedures designed to deal with such situations are known to staff, children and their parents/carers.	01/09/04
4	RS17	Those responsible for running the school need to provide a suitable care plan format specifying how the school will care for each boarding pupil in accordance with his assessed needs. Working practices of care staff need to support the realisation of such plans with appropriate input being sought from the child and his parents/carers.	01/09/04
5	RS18	To improve standards of professional practice and accountability, each child needs to have a well organised individual case file which provides an appropriate record of the child's history and progress during the time they receive boarding services. Steps are also needed to advise children that they are entitled to read, or have read to them, the contents of such files.	01/09/04
6	RS29	To provide an effective and appropriately trained care staff, work needs to be undertaken to enhance staff skills in the understanding and delivery of care tasks now required by regulation. All staff need to have a written personal development plan. Also, attention needs to be given to team working and the leadership responsibilities of senior care staff.	01/09/04
7	RS30	A formal system for the individual supervision of care staff needs to be established and maintained and written records commensurate with such activity are necessary to meet the regulatory requirements. Also, a system for the individual annual appraisal of performance for all care staff needs to be introduced.	01/09/04
8	RS31	By 2005 whoever holds the post of Head of Care must have attained an NVQ Level 4 qualification, or its equivalent, which demonstrates competences for the duties commensurate with the above post. An action plan is required outlining how this will be achieved.	2005

9	RS31	By 2005 a minimum of 80% of the care staff are required to be qualified to at least NVQ Level 3 in Caring for Children and Young People or to hold an equivalent qualification which demonstrates these competencies. An action plan is required showing how this will be achieved.	2005
10	RS31	School needs to review the content and the means of how information is provided to parents/carers about the services the school provides and the policies and procedures which underpin it.	01/09/04
11	RS32	To comply with the regulatory requirements the Head of the school needs to undertake an annual review of the operation and resourcing of the school's welfare provision for boarding pupils which includes an internal assessment of its compliance with the National Minimum Standards and a written record of this activity needs to be prepared and submitted to the governing body.	01/09/04
12	RS33	The school's governing body needs to make arrangements for one of their number or a representative, independent of the school, to visit the school each half term and check out how the services to boarders are being delivered in line with the items detailed in this Standard. Following such visits a written report as to findings should be prepared and copies made available to the Head and the governing body.	01/09/04

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan:** The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS10	The Head reviews both the care of individual childrens and the school's current care practice in the light of the recorded incidence and patterns of incidence requiring sanctions or physical intevention. The Head records any comment on the appropriateness of individual uses of sanctions or physical intervention, together with any subsequent action taken.	24/02/04
2	RS24	Damage to the premises must be repaired promptly.	24/02/04

### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
		None

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

#### Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	24/02/04
Time of Inspection	10:00
Duration Of Inspection (hrs.)	34
Number of Inspector Days spent on site	5

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

#### **SCHOOL INFORMATION**

**Age Range of Boarding Pupils**      **From**       **To**

#### **NUMBER OF BOARDERS AT TIME OF INSPECTION:**

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
The school provides information about its principles and practices in a guide, a prospectus and a pupil handbook.		

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
Children are consulted through house meetings and representatives from each house attend the school council. Children's questionnaires indicated that the views of pupils are sought and taken into account.		

### Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence	Standard met?	3
Staff supervise children closely but respect dignity and privacy. Information is held securely and shared on a 'need-to-know' basis.		

**Standard 4 (4.1 - 4.8)**

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

**Key Findings and Evidence****Standard met?**

1

Children told inspectors that they knew how to complain and always had someone to whom they could complain. The right to complain and how to do so is not referred to in the pupil handbook or in the staff handbook. These omissions need to be addressed as a high level of control exercised by staff and a high level of compliance from children can make it difficult for a child to challenge and complain.

**See Recommended Action from previous inspection No. 1**

**Number of complaints about care at the school recorded over last 12 months:**

0

**Number of above complaints substantiated:**

0

**Number of complaints received by NCSC about the school over last 12 months:**

0

**Number of above complaints substantiated:**

0



## CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

### Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

#### Key Findings and Evidence

#### Standard met?

2

Policies and procedures are being developed as recommended in the previous inspection. The school was made aware by inspectors that an act of restraint which causes physical injury to a child must be dealt with under Child Protection Procedures.

See Recommended Action of previous inspection No. 2

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

2

### Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

#### Key Findings and Evidence

#### Standard met?

3

There is a strong anti-bullying culture in the school based on policy. 75% of children completing the questionnaire, 21 pupils, reported never or hardly ever being bullied.

Percentage of pupils reporting never or hardly ever being bullied

75 %

<b>Standard 7 (7.1 - 7.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The headmaster is aware of the duty to notify relevant authorities of Child Protection Matters.		
<b>NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:</b>		
• conduct by member of staff indicating unsuitability to work with children		0
• serious harm to a child		0
• serious illness or accident of a child		0
• serious incident requiring police to be called		1

<b>Standard 8 (8.1 - 8.9)</b> <b>The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Further to the advice given at the previous inspection, policies and guidance are being developed which will inform children, parents and staff about the practice which is followed.  <b>See Recommended Action of previous inspection No. 3</b>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
There is a clearly defined approach to behaviour management which is known and understood by children, parents and staff. It is acknowledged as being successful by children and parents.		

**Standard 10 (10.1 - 10.26)**

**Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.**

**Key Findings and Evidence****Standard met?****1**

The approach to behaviour management is primarily motivational: encouraging and rewarding acceptable behaviours. There is a low tolerance of inappropriate behaviours taking into account individual circumstances.

The majority of children who completed the questionnaires or were spoken with expressed the view that the school was a good place to live, punishments were fair, children's views were listened to and that there was a benefit from being at the school.

In addition to the above comments a majority of the same children reported that they had been subject to restraint and a considerable number also said that the restraint had been painful. Some pupils said the restraint had been used as a punishment or to enforce compliance rather than as a factor in safety or protection.

The head teacher and care staff say that physical interventions are not used as a punishment. Care staff requested more training in the use of de-escalation techniques.

The school uses a system of restraint adopted by North Yorkshire County Council Education and Social Services Directorate in all their facilities for children. This system does allow holds to be used by trained members of staff. All staff are trained to use restraint and to use de-escalation techniques in the first instance. All incidents of restraint are recorded, records are kept in a child's file and data for the records can be collated on a computerised database which produces management information.

An examination of records by inspectors revealed that not all forms are fully completed or reviewed by the designated senior staff member.

The headmaster and governors were aware of the frequent use of restraint and two instances when two different boys have been injured have led the governors to request detailed information on the use of restraint which they will use to more closely monitor its use.

The school has already identified that the use of restraint has increased since September 2003 and is linked the admission of several boys.

The school is working towards reducing the use of restraint so that it is only used infrequently as a last resort for protection or safety.

**See Recommended Action from this inspection No. 1**

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

### Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Children and parents are involved in plans and reviews and the school works with them and other agencies to move children into mainstream education when appropriate.		

### Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Boarding care staff and teaching staff work closely together, exchange information and care staff assist in classroom situations where behaviours become challenging as children respond to the pressures of being educated.		

### Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
A range of activities and outings are available for children subject to the reward system.		

<b>Standard 14 (14.1 - 14.25)</b> The school actively promotes the health care of each child and meets any intimate care needs.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The health care needs of the children are protected and individual needs met as required.		

<b>Standard 15 (15.1 - 15.15)</b> Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Sufficient choice and quantity of food is offered and meets the approval of most of the children who gave their views.		

<b>Standard 16 (16.1 - 16.7)</b> Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school provides and launders the children's school uniforms and bedding. Boys bring their own clothes each week to wear during their leisure time. The children's money is held in safekeeping for them until required for outings and small purchases.		

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	1
The school is developing a written placement plan format which will specify how each child will be cared for on a day-to-day basis.		
<b>See Recommended Action from previous inspection No. 4</b>		

### Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence	Standard met?	2
Documentation about each child is kept in a number of locations, these should be combined into one file. Records relating to more than one child should be kept in the same document.		
<b>See Recommended Action from Previous Inspection No. 5</b>		

### Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence	Standard met?	3
Staff files examined contained the information required.		

**Standard 20 (20.1 - 20.6)**

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

**Key Findings and Evidence****Standard met?**

3

Children are encouraged and enabled to contact parents, the school works closely with parents but knows that this is an area which can be improved upon and has been affected by absences.

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence****Standard met?**

3

The school works with the appropriate authorities to assist school leavers.

**Standard 22 (22.1 - 22.13)**

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

**Key Findings and Evidence****Standard met?**

3

Children have key workers and tutors. Children report that they can turn to a number of staff members for help. The school is looking to have use of a more informal independent listening service. This may be an educational welfare officer in the absence of a children's advocacy service.



## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

#### Key Findings and Evidence

#### Standard met?

3

This school is located in an historic listed building in a small village eight miles from Scarborough. Children have access to the village and Scarborough subject to the reward system.

### Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

#### Key Findings and Evidence

#### Standard met?

2

The boarding accommodation has been refurbished with the exception of one unit which will be done by September 2004. An extension to the Rosedale unit to provide more communal space is under consideration.

A shower door in one of the units which was damaged by a child has not been replaced, this compromises children's privacy.

**See Recommended Action from this inspection No. 2**

### Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

#### Key Findings and Evidence

#### Standard met?

3

The facilities are sufficient.

<b>Standard 26 (26.1 - 26.10)</b> <b>Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has acted on the advice of the fire officer and no risks were identified by the inspector.		

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

#### Key Findings and Evidence

#### Standard met?

3

Examination of four staff files evidenced that the recruitment process is followed and checks are made.

#### Total number of care staff:

14

#### Number of care staff who left in last 12 months:

0

### Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

#### Key Findings and Evidence

#### Standard met?

3

Staffing checks are satisfactory but there are staff vacancies due to ill health and the school has difficulty in recruiting staff. This puts a strain on the staff who have to cover.

**Standard 29 (29.1 - 29.6)**

**Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.**

**Key Findings and Evidence****Standard met?****1**

The previous inspection highlighted the problem of a lack of leadership and support from the Head of Care. This Head of Care holds no recognised qualification at the required level for his post and has been absent through ill health. Care staff commended the work done by the Deputy Head of Care in his absence. The Head of Care was absent through ill health on the day of inspection this year as well as last year.

**See Recommended Action from previous inspection No. 6**

**Standard 30 (30.1 - 30.13)**

**All staff, including domestic staff and the Head of the school, are properly accountable and supported.**

**Key Findings and Evidence****Standard met?****1**

The headmaster is supported by the governors. The ability of staff to meet the children's needs is affected by the recent absences of the senior members of staff. A system for the individual annual appraisal for all care staff needs to be introduced.

**See Recommended Action from previous inspection No. 7**

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

### Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

#### Key Findings and Evidence

#### Standard met?

1

The headmaster has written a school improvement plan for 2003-4. The headmaster reports to the governors but an annual review in respect of compliance with National Minimum Standards has not taken place.

As noted above the Head of Care does not have the recognised qualifications.

**See Recommended Actions from previous Inspection 8, 9 and 10**

**Percentage of care staff with relevant NVQ or equivalent child care qualification:**

28 %

### Standard 32 (32.1 - 32.5)

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day-to-day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

#### Key Findings and Evidence

#### Standard met?

2

To meet the requirements of this standard the headmaster's annual report must include an internal assessment of the school's compliance with the National Minimum Standards.

**See Recommended Action from previous inspection No. 11**

**Standard 33 (33.1 - 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence****Standard met?**

1

The inspectors were told that the school has active involvement from a number of the members its governing body, but no regular pattern of visiting and reporting is in place which meets the regulatory requirements.

**See Recommended Action from previous inspection No. 12**

**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)**

Not Applicable

**Lay Assessor**

N/A

**Signature****Date**

## PART D

## HEAD'S RESPONSE

### **D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 16<sup>th</sup> February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.



**Action taken by the NCSC in response to Head's comments:**

Amendments to the report were necessary

NO

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

Action plan did not cover all the statutory requirements and required further discussion

NO

Provider has declined to provide an action plan

YES

Other: <enter details here>

NO

### D.3 HEAD’S AGREEMENT

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_**  
**confirm that the contents of this report are a fair and accurate representation**  
**of the facts relating to the inspection conducted on the above date(s) and that**  
**I agree with the recommended actions made and will seek to comply with**  
**these.**

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_**  
**am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

--

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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