

inspection report

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

Brompton Hall School

Brompton By Sawdon

Scarborough

North Yorkshire

YO13 9DB

25th January 2005

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 Education Department.

Name of Head

Mr Mark Mihkelson

CSCI Classification

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection:

24/2/04

Date of Inspection Visit		25th January 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mr Michael McCleave MBE	076193
Name of CSCI Inspector	2	Ms. Monica Hargreaves	
Name of CSCI Inspector	3	Ms. Marcia Mackey	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr. M. Mihkelson	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI 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. All the pupils have statements of special educational needs and the service is available to children from outside of the county.

There are three boarding houses located in the main building and these are age related. The younger boarders live in a separate house away from the main building. All the sleeping and indoor recreational areas are brightly decorated and comfortably furnished. There are extensive grounds for outdoor activities and sports.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The accommodation provided for sleeping and leisure time is very good and well resourced. The school provides the children with a structured environment that has clear boundaries to encourage socially acceptable behaviour.

The emphasis at the school is on rewarding good behaviour through the points system. Activities provided are interesting and the range on offer is good.

Care staff take a keen interest in encouraging the children to enhance their confidence and to develop skills in a variety of activities.

Food is well presented with plenty of choice including a healthy eating option each day. The children enjoy the good quality of food provided.

Care staff are actively involved in the education of the children in partnership with the academic staff.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The complaints procedure needs to be approved by the Governors and implemented as quickly as possible.

The Governors need to ensure that one of their number visits the school once every half term and complete a written report on the conduct of the school.

Consideration should be given to relocating the isolation room.

An indoor sports area should be developed.

Direct telephone contact should be made with referees to verify the reference. This should be recorded in the staff file when completed with outcomes.

Criminal Record Bureau checks need to be carried out on all staff that were previously subject to police clearances.

A risk assessment should be carried out on areas around the school where bullying may take place.

Staff should sign when they have completed recording details in the absconding book. They should also sign when they have read the policy and guidance on the use of physical management.

The pupils Hand Book should include information to let the pupils know that they can have access to their records subject to safeguards.

A list of names and telephone numbers of independent organisations that children can contact should be included in the pupil handbook.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The staff at Brompton Hall School work hard in what can be at times a challenging environment, to provide the children with an education and social skills that will hopefully enable them to return to mainstream school or to move onto a different setting when they reach 16 years.

The children overall enjoy attending the school as compared to being in a mainstream school where they experienced difficulty in coping with the routines of the school. The children respond well to the structured day at Brompton and are enthusiastic about the leisure activities available at the school especially during the evenings. The rewards system is seen as fair and the children consider this system, with its incentives for good behaviour and effort to be something to aim for.

There is generally a strong sense of loyalty to the school and the children are aware that despite occasional incidents of disruptive or negative behaviour, the staff are there to help and support them. The incidence of physical restraint is showing a downward trend compared to the last inspection and this is welcomed.

The residential provision is appropriately staffed and there were sufficient numbers of staff on duty during the inspection. An examination of the staff rota confirmed that there are always safe numbers of staff on duty each evening.

Parents who responded to the questionnaire were positive about the work that is carried out at the school and a high level of satisfaction was expressed in respect of communications between the school and parents. A newsletter is sent out each term to keep parents informed of life and events at the school.

The quality of food provided is good and the children appreciate the variety on offer each day.

The inspection has identified areas for development but it is evident that through the leadership of the Headmaster the school is moving forward in terms of the children's welfare.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority
Secretary of State**

NO

NO

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

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
1	RS4	Action is taken 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 the 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 Commission for Social Care Inspection must be included. The procedure should state that complainants may directly make their complaint to the Commission for Social Care Inspection. Lastly, reassurance must be offered that no reprisals will be taken against children or others making a complaint.	1/9/04
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. 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 competences. An action plan is required showing how this will be achieved.	2005

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions 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	RS4	The Head of Care should ensure that there is training for all staff, including ancillary staff in the prevention and recognition of abuse, dealing with disclosures or suspicions of abuse and the school's child protection procedures.	31/3/05
2	RS10	Evidence that staff have read and understood the policy on measures of control, discipline and physical intervention should be kept on their personal file.	31/3/05
3	RS18	Children should be made aware that they may read their files if they wish, confidential and third party information excepted, and add personal statements or correct errors.	31/3/05
4	RS22	The school should identify at least one person independent of the school and the Education Authority whom children can contact if they have any concerns or personal problems.	31/8/05
5	RS27	CRB checks should be carried on all staff. Telephone checks should be made to each referee to verify the references.	Immediate
6	RS29	Care staff should have an individual training development plan.	30/4/05
7	RS32	The Headmaster's report to Governors should include a review of boarding and an assessment of compliance with the National Minimum Standards.	Each Term

8	RS33	<p>The governor visiting the school each half term should include:</p> <ul style="list-style-type: none"> ➤ Checks on the school's records of attendances, complaints, sanctions and use of physical interventions. ➤ An assessment of the physical condition of the building, furniture and equipment. ➤ Comments on what opportunities there were for any child or member of staff to meet with them in private during the visit. 	Each Half Term
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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
1	RS6	Risk assessments should be regularly reviewed to ensure that staff are aware of places around the school where there may be a risk of bullying.
2	RS17	The new Care Plan should be amended to include the signature of the parents and the child signifying their agreement to the plan.
3	RS21	Preparation for leaving the school plans should indicate which adult was responsible for agreed tasks.
4	RS24	Consideration should be given to relocating the isolation room.

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	YES
• DfES	YES
• School Doctor	YES
• 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	NO
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	25/1/05
Time of Inspection	0930
Duration Of Inspection (hrs.)	20
Number of Inspector Days spent on site	9

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 CSCI 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 Statement of Purpose is included in the school prospectus and elements are also part of the school Mission Statement.		

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

There are a number of communication channels set up at the school. A school council comprising of representatives among the children meet with the Headmaster six times a year to share a variety of topics about the school. There is a colourful newsletter that goes out to all parents each half term that informs them about events, important meetings and achievements by the children. Parents reported that they are kept well informed about their children's progress. There are established methods to include the views of parents and significant others when reviews are planned about the children's educational progress.

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

The staff know how to deal with and share information that they are given in confidence when necessary for child protection. Children's records are kept safely and securely. Staff spoken to know how to deal with and share information when necessary for child protection. Children reported that staff are sensitive to their needs for privacy when using bathroom facilities and when they have are getting dressed or undressing.

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

The Headmaster indicated that the governors are currently considering a complaints procedure and the Head of Care will take the responsibility to implement the system. The children were aware that they could make a complaint and most stated that they would speak with the Head of care or the Headmaster if they had any concerns they wished to raise. The policy and procedural guidelines must clearly explain the right of children to access the complaints procedure. A written record should be made of each complaint and include information of:

- The person making the complaint
- The date if the complaint
- The nature of the complaint
- Any action taken
- The outcome of the complaint

The guidance should inform children and their parents how they can make a complaint directly to the Commission for Social Care Inspection. Staff should be provided with training in the complaints procedure when the governors have agreed the current policy and guidance.

See Recommended Action from the 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 CSCI 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?

3

The Headmaster and Head of Care are the designated senior staff that will coordinate all allegations of child abuse. It was evident from discussion that both were aware of the actions to take should they be informed of any child protection matter. A copy of the North Yorkshire ACPC manual is available at the school. Guidance is provided for staff in the staff handbook and appropriate information is also included in the pupils' handbook. The Head of Care is responsible for delivering the annual training update in child protection for staff. It would enhance good practice if this were recorded in staff files. The Head of Care should ensure that all ancillary staff are also included in child protection awareness training.

See Recommended Actions from this inspection no 1.

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

0

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
<p>The school has an anti-bullying policy that is understood by staff and the children. The school has a bullying committee comprising of elected representatives from among the children. Anyone who is alleged to be a bully has to appear before the committee and is confronted by the victim. If it is established that bullying has taken place the committee will impose a sanction. The Headmaster or Head of Care attend the meeting to ensure that it conducted fairly and sensibly. The children are positive about this approach and they reported that once an incident of bullying is exposed, the perpetrator is unlikely to repeat this. Risk assessments should be regularly reviewed to ensure that areas around the school where bullying may take place are known to staff.</p> <p>See Advisory Recommendations no 1.</p>		
Percentage of pupils reporting never or hardly ever being bullied	86	%

Standard 7 (7.1 - 7.7) 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.		
Key Findings and Evidence	Standard met?	3
The Headmaster and Head of Care demonstrated an understanding of their responsibility to notify the appropriate agencies of serious events. A record of these notifications should be maintained which includes details of any action or investigation of a notifiable event.		
NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:		
• 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	0	

Standard 8 (8.1 - 8.9) 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.		
Key Findings and Evidence	Standard met?	3
<p>The school has in place written procedures identifying action to be taken when a child is absent without authority and are aware of these. The staff handbook also contains brief useful guidance on the actions to take during these incidents. The Head of Care should remind all staff to sign after each entry in the record of children who go absent without authority.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:	10	

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
The relationships observed between the children and staff was positive and respectful. It was evident that staff exercise close supervision of the children and they maintain boundaries of what is acceptable behaviour in the interests of the whole school and for the personal development of the individual child. Once the school day was over the children and staff developed a more relaxed relationship.		

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?	2
The school has a clear policy and procedures on the control, disciplinary and physical intervention measures that may be used by staff. An examination of the records indicated that the levels and incidents requiring physical restraint of individual children is indicating a lower trend compared to that noted at the last inspection. The Headmaster and Head of Care monitor instances when physical management of a situation is required and uses the information to ascertain if any learning points can be determined in teaching staff how best to de-escalate a situation before physical intervention is used. The Headmaster and Head of Care are supported in this approach. The Chair of Governors confirmed that governors are similarly monitoring the levels of physical restraint. Staff who have direct contact with the children must read and sign a copy of the school's policy on measures of control, discipline and physical intervention, and evidence of this must be retained on their personal file. The school operates a system of points to reward good behaviour and the children regard this as a fair process. The points are added up at the end of each half term and prizes are given out for those with the top points.		
See Recommended Actions from this inspection no 2.		

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.

Key Findings and Evidence

Standard met?

3

The school has well established procedures for children being admitted and leaving the school. All new pupils are issued with a handbook that is well presented in a format that is easily understood. It contains useful information about how to behave and where to seek help if there are any concerns. When children are preparing to leave the school staff work alongside relevant professionals to coordinate information and to agree a plan for the child. Parents are involved throughout this process.

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.

Key Findings and Evidence

Standard met?

3

The children are actively encouraged to take advantage of the educational facilities at the school. Care staff will support children in class and they liaise with the teaching staff about any particular problems whether it is personal or educational. All the children are provided with facilities to complete homework and they have access to necessary books if required.

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.

Key Findings and Evidence**Standard met?**

3

The school provides a range and choice of activities for the children outside class time, both indoors and outdoors including trips to places of interest. The motorbike club is particularly popular and the children have the opportunity to learn how to ride safely and gain an understanding of the mechanical aspects of these machines. There are plans to erect a new indoor sports centre and this will enable the children to take part in various sporting activities in all weather conditions. The children spoken to expressed their support for such a facility. During the evenings the children can relax and watch television, play pool or snooker, or use the computers. Outdoor activities are assessed for risks to safety and these are supervised accordingly.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

3

All children who board at the school are registered with the school doctor who is based in a village a short drive away from the school. Records are maintained of appointments to see the doctor and any medication administered by staff on prescription is recorded. Any specialist medical requirements or conditions are clearly indicated in the child's personal file. The school will arrange with parents' permission for children to have access to more specialist services such as the psychological service.

Standard 15 (15.1 - 15.15)

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.

Key Findings and Evidence**Standard met?**

3

The catering staff ensure that the children have a choice of meals every day including a healthy option comprising of salads and pastas. The food presented during the inspection was very good and it was evident that the meals were popular with the children. Portions were generous and a choice of fruit was on offer at every meal time. A record of the menus is kept and these were available for inspection. Any special diets are catered for.

Standard 16 (16.1 - 16.7)

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.

Key Findings and Evidence**Standard met?**

3

The school provides a standard school uniform for the children. During out of school time the children can wear their own clothes. The children's pocket 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?	3
<p>A new Care Plan has been developed by the Head of Care that identifies the key needs of the child that the school will aim to meet and specifies how the school will care for the child and promote their welfare. In addition all the children have an individual Educational Plan which sets targets for the child to achieve with support from the care and teaching staff. The Head of Care should ensure that this new document is implemented for all the existing children in addition to new boys joining the school. It needs amending to include the signatures of the parents and the child.</p> <p>See Advisory Recommendation no 1.</p>		

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
<p>Each child at the school has a main file containing personal information, copies of statutory reviews and other reports from individual agencies. There are files kept in the boarding houses and these have day to day information relating to the child in question. The children were generally unaware that they could see information written about them in their files. The Head of Care should inform staff that children can if they wish read their files subject to confidential or third party information being excepted. The staff should routinely share information being written about a child.</p> <p>See Recommendations from this inspection no 3.</p>		

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

The school has a register showing the details of all the children and adults at the school. The information was well maintained and easily accessed. There was evidence to show that an accident book is kept, a record of food served, duty rosters, a diary of events and a record of all visitors to the school.

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

The children confirmed that they are encouraged by staff to maintain close contact with their parents. There are no restriction on parents visiting the school apart from prior arrangements being agreed with staff to ensure that this will not directly interfere with the child's school day. A pay phone is available for children to use in non teaching time.

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 care staff are actively involved alongside other professionals in preparing plans for a child's pending move when they reach sixteen years old. Some may transfer onto further education and others will be preparing for some form of employment/training. The case files examined during the inspection contained appropriate planning records for those children preparing to leave the school. However, it would enhance good practice if these plans indicated clearly who was responsible for undertaking specific tasks that were agreed at the planning meetings.

See Advisory Recommendation no 3.

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?****2**

The school provides the children with individualised support and any specialist services required is accessed with the consent of the parents. There was evidence in case files of services provided by speech therapists, counselling and psychological services. The school previously had independent advocacy services provided by the Children's Society. However, this contract with the local authority is no longer available. The Head of Care and Headmaster need to identify at least one person, independent of the school or Education Authority, whom the children can contact directly about personal problems or concerns.

See Recommendations from this inspection no 4.

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

The school is located in an historic building in the village of Brompton by Sawdon approximately eight miles from Scarborough. The children are able to benefit from a range of outdoor activities both within the grounds and the wider countryside. Effective security precautions are in place to ensure that no unauthorised persons can enter the school buildings.

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?

3

The school's residential accommodation and facilities for the children are appropriately decorated and furnished to a good standard. The interior and exterior of the school buildings is maintained in a good state of decorative and structural repair. The boarding areas provide the children with private individual sleeping accommodation and adequate storage facilities for personal items. The boarding houses are brightly decorated and comfortably furnished. A new extension to Rosedale House has provided the younger children with added play space. The lighting, heating and ventilation of the school and boarding areas are satisfactory throughout. A room known as the isolation room is used when a child is displaying violent or extreme disruptive behaviour. Staff accompany the child at all times when this area is used. This room is located in a quiet area of the main school building at the end of a corridor on the ground floor. Consideration should be given to relocating this room to an area that is more visible.

See Advisory Recommendation no 4.

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

There are a sufficient number of bathroom/shower and lavatory facilities available for the children who board to use. These facilities provide the children with privacy when in use. All the facilities inspected were found to be clean and hygienically maintained.

Standard 26 (26.1 - 26.10)

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.

Key Findings and Evidence**Standard met?**

3

There are no significant unnecessary hazards to health and safety apparent in the school or grounds. The gas installations are inspected by qualified engineers, as are the electrical installations. A senior member of staff is responsible for undertaking all risk assessments and a sample of these were seen. Children and staff are familiar with emergency evacuation procedures in case of fire. During the inspection a fire alarm was triggered by an electrical fault and the children and staff were observed following the procedures efficiently and without any panic. The Fire Brigade arrived in a short space of time. There is evidence to indicate that there is regular testing of emergency lighting, fire alarms and fire fighting equipment.

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?

2

The school follows the North Yorkshire Education Authority recruitment and selection procedures. Checks through the Criminal Records Bureau are carried out on all new staff and evidence of this was seen. However, long serving staff who had previously been cleared by police checks have not undergone the CRB clearances. This needs to take place. Although all staff in line with County procedures have at least two references provided before an appointment is confirmed, there is no telephone check made to the referees. This needs to be carried out for all referees and a record conforming contact with the referee is evidenced in the individual personal file.

See Recommendations from this inspection no 5.

Total number of care staff:

14

Number of care staff who left in last 12 months:

2

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

The school's staffing levels are appropriate to fulfil the safe supervision of the children during the day and at night. The duty roster was seen and this matched the number of staff on duty at the time of the inspection. The school has clear and specific arrangements for staffing levels when children are taken out of the school on trips to ensure proper supervision and control can be exercised.

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?****3**

The Head of Care is responsible for ensuring that all care staff have access to appropriate training opportunities. There is an induction programme for all newly appointed staff that includes guidance on child protection. A contract has been agreed with Yorkshire Coast College in Scarborough to provide NVQ Level 3 training for care staff. The Head of Care should ensure that all care staff have a training development plan included in their personal files. This needs to include the training that an individual has completed and also identify current and future training needs.

See Recommendations from this 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?****3**

All care staff receive individual supervision and records are maintained of the session including agreed actions. The Head of Care is responsible for ensuring that the annual appraisal of care staff is carried out. This is now county policy. There are clear lines of accountability from the Headmaster to the governors and staff spoken to are aware of who they are responsible to in terms of line management.

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 Head of Care does not have a professional qualification relating to working with children and is currently working towards the NVQ Level 4 in Management. All care staff who do not have NVQ Level 3 in The Caring of Children and Young People are expected to enrol for this training now that the school has entered into a contract with The Yorkshire Coast College to provide NVQ training. The Head of Care is reminded that new care staff appointed must either hold an NVQ Level 3, or begin training within three months of appointment at the school. The school has in place a disciplinary procedure that details the actions to be taken if an allegation or suspicion of abuse in respect of a child is directed against a member of staff.

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

60 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection 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

The Headmaster provides the governors with a report each term on the operation of the school. The report should also include information from the Head of Care about boarding information and an assessment on how the school is complying with the National Minimum Standards.

See Recommendations from this inspection no 7.

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?****2**

The Chair of Governors has identified a member of the governing body to visit the school once every half term. A report will be completed on the conduct of the school. The majority of these visits must be unannounced and the report should be provided to the Headmaster within two weeks of the visit. The report should include:

- Checks on the school's records of attendance, sanctions, complaints and the records showing the use of physical interventions.
- An assessment of the physical condition of the buildings, furniture and equipment,
- Comments on what opportunities there were during the visit for any child or member of staff to meet with them in private.

See Recommendations from this inspection no 8.

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 25th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"We are working on the best way to include providers responses in the published report. In the mean time responses are available on request"

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

NO

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

NO

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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S0000007923.V174841.R02

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