

# Brompton Hall School

Brompton Hall School, High Street, Brompton-by-Sawdon, SCARBOROUGH, North Yorkshire, YO13 9DB

<b>Inspection dates</b>	28/02/2014	
<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Outstanding	1
Leadership and management of the residential provision	Outstanding	1

## Summary of key findings

### The residential provision is outstanding because

- The overall effectiveness of the residential provision is outstanding. This is because residential pupils receive consistently high standards of care which fully meets and often exceeds the national minimum standards. The area for improvement raised at the last inspection has been positively addressed.
- Residential pupils are strong ambassadors for the school and show an immense amount of respect for their school community. They say they enjoy their stay and talk proudly about the progress they are making in many aspects of their lives.
- All residential pupils are well supported from the point when they join the school to when they leave. Staff manage effectively the challenges pupils face through being away from home. They work hard to get to know residential pupils at the start of their placement and develop strong and trusting relationships with them. This helps provide stability through good emotional and practical support for each residential pupil and ensures their known and emerging needs are managed effectively and safely.
- The seamless 24-hour curriculum enables residential pupils to thrive across all aspects of life including learning, staying healthy and keeping safe. Care planning and staff practice is child-focused and individually tailored to meet each residential pupils unique needs. Consultation is a major strength and pupils say they are listened to and that their views and opinions are important and have influenced change.
- Residential pupils health needs are well met. Improved links and partnership working with external healthcare professionals ensures pupils physical, emotional and psychological needs are consistently met.
- Residential pupils confirm they feel safe and well cared for. Robust safeguarding procedures are in place and are understood and followed by staff. The school has highly effective anti-bullying measures in place that ensure all incidents of intimidation or oppression are sensitively and quickly managed.

- Behavioural expectations are extremely high. Challenging behaviour is calmly managed through good use of relationships and de-escalation skills. All residential pupils spoken to feel their biggest improvement is their behaviour. Throughout the inspection standards of behaviour were impeccable with many examples of good manners and respect being seen.
- Activities are an area of strength. Residential pupils have access to an extremely wide range of stimulating and enjoyable activities that combine learning with fun. Many of these experiences significantly enhance the opportunity for them to develop their individual talents and skills as well as enhancing social learning.
- The school is managed by an increasingly cohesive senior management team that is clearly focused on continuous improvement and development. There is a strong emphasis on staffs professional development with lots of opportunities for them to improve their knowledge and skills through training.
- Some areas for improvement have been identified. These are in relation to further improving the content of placement plans and updating the students handbook to include Ofsted's contact details.

### **Compliance with the national minimum standards for residential special schools**

The school meets the national minimum standards for residential special schools

## Information about this inspection

### Inspection team

Paul Scott

Lead social care inspector

# **Full report**

## **Information about this school**

Brompton Hall School is a local authority maintained residential special school for up to 58 pupils, located in Scarborough, North Yorkshire. The residential provision accommodates up to 40 pupils, offering extended days and overnights to weekly boarding. All pupils are males and have a statement of special educational need for social, emotional and behavioural difficulties. The age range of pupils at the school is between eight and 16 years.

There are three residential units within the main building and these are age-specific. The youngest pupils are accommodated in a fourth and separate house within the grounds of the school. The residential service operates term time Monday to Thursday.

## **What does the school need to do to improve further?**

- improve placement plans by ensuring individual records clearly evidence the action taken and outcome of any specific keyword intervention.
- update the student handbook to include Ofsted's contact details as part of the schools complaints procedure.

## Inspection judgements

### Outcomes for residential pupils

### Outstanding

Outcomes for residential pupils are outstanding. The experience of boarding and the excellent quality of care makes an exceptionally positive impact on residential pupils. They are well supported to develop an understanding of their lives, achieve stability and plan positively for the future. As a result, residential pupils are making excellent social, personal and academic progress.

Strong, meaningful relationships are developed and individual differences are accepted and valued by all living and working at the school. Residential pupils talked about supporting and looking after each other within the residential accommodation and the wider school. They develop trusting relationships with appropriate role models who strive to provide the very best experiences for them. Residential pupils show a strong sense of affiliation towards their residential environment, staff and each other and could be observed engaging in respectful interactions and playful banter throughout the inspection. Without exception, all of the residential pupils spoke very highly of their residential experience and the positive impact it has on them as individuals. For example, they spoke about improved behaviour, better relationships with their family, being more confident and increased independence as a result of staff support.

Staff place residential pupils at the heart of everything the school does. Residential pupils are encouraged and empowered to put forward suggestions for the development of the residential community through regular discussions with staff, keyworker consultations and the school council. As a result, pupils show a great deal of investment in their school community and say they feel valued and respected as individuals.

Residential pupils are encouraged and involved in keeping themselves fit and healthy. Health care plans are well written and are tailored to the individual needs of each pupil. Staff have a detailed understanding of these plans and ensure individual health needs are met. They provide residential pupils with age appropriate guidance about the importance of eating a balanced diet and taking regular exercise. This means residential pupils develop an understanding of their own health needs and are choosing healthier food options and participating in regular physical activities.

There is an excellent range of stimulating, interesting and rewarding activities available to residential pupils that keep them fully occupied from finishing school to going to bed. Residential pupils talk enthusiastically about activities, that they choose, which include arts and crafts, playing computer games, repairing bicycles and cycling, playing football, going to film club or being part of the drama club, for example. Staff are very good at using fun activities as an opportunity to socially educate residential pupils. For example, during the inspection the drama club were seen scripting and acting out a play about aliens, which was a means to exploring issues around immigration. These opportunities positively enhance personal growth and development which is an integral part of the residential experience.

There are good opportunities for residential pupils to develop confidence and life skills through the diverse and age appropriate activities they can access at the school. This extends to gaining vocational qualifications, accredited achievement awards, and accessing work experience opportunities. Strong links with parents and other agencies ensure residential pupils have appropriate support in their transitional year at school. This helps to set a solid platform for moving on and making a successful transition to independence and adult life.

### Quality of residential provision and care

### Outstanding

The quality of residential care is outstanding. The admission and induction of residential pupils is

extremely well planned. Pupils and their parents have the opportunity to visit the school to view the residential facilities, meet staff and other residential pupils. This enables them to make an informed about coming to the school. One residential pupil said, 'When I visited I was made to feel really welcome. It is the best decision I have made coming to this school because it has helped me with so many things.'

Links between care and education staff are increasingly strong. All staff show a strong commitment to promoting a seamless 24-hour curriculum that meets pupils holistic needs. This provides residential pupils with continuity of care, stability, support and varied learning opportunities that help pupils achieve their social and academic potential. Staff have high aspirations for all pupils. Every opportunity is taken to reinforce positive actions and celebrate pupil achievement, no matter how small. This is formally brought together each week when the whole school meets to acknowledge pupil achievement. This is an excellent opportunity for pupils and staff to celebrate together as they clearly share a strong sense of pride.

Pastoral support is excellent. Residential pupils are cared for by staff who give their individual needs the highest priority. All aspects of care planning and care practice recognise residential pupils as individuals with their own set of unique needs. These needs are detailed in placement plans and risk assessments that are reviewed and updated regularly. This ensures they accurately reflect current needs as pupils progress and develop. Pupils discuss and review their plans with their keyworker and can demonstrate a good insight into how they are cared for. Any issues or concerns are recorded and keyworkers then formulate an action plan that ensures pupils are appropriately supported. It is clear from the comments made by residential pupils that when staff say they will do something they do it because they have their best interests at heart. However, records do not always what action has been taken or what progress has been made.

Residential pupils are aware of their right to complain but feel it is not necessary. They say this is because staff listen and sort things out. There is a wealth of information about the complaints procedure available around the school. Each residential pupil has their own copy of the student handbook that provides useful information including telephone numbers of external organisations such as the Children's Rights Director and independent advocacy services. This document does not include Ofsted's contact details and discussions with residential pupils confirmed they did not know that Ofsted could be used as a route to raising concerns.

Staff promote residential pupils good health and support them to lead a healthy lifestyle. They work in partnership with parents who retain primary responsibility for their child's health. This ensures staff are fully aware of pupils health needs when they are away from home, including dietary requirements, illnesses and medication. While at school residential pupils are supported to access routine and specialist healthcare services. The school is proactive in recognising the need for specialist health assessments and interventions. It effectively utilises it improved links with specialist services such as child paediatricians and the children's adolescent mental health service to ensure pupils specific health needs are assessed and met. Designated health practitioners visit the school on a regular basis providing pupils and staff with support, advice and guidance. They also deliver health promotion advice to care staff, which they then deploy in their care of pupils. The procedures for accurately administering medication are robust and these practices ensure residential pupils receive their prescribed medication safely. There are clear care arrangements for when a pupil is unwell so that parents can be reassured their child will be well looked after when they are ill.

Meals that are provided by the school are nutritious, of good quality with plenty of choice. Menus take account of pupils' likes and dislikes through information gained from informal discussion and school council meetings. Individual dietary needs are catered for and staff sensitively monitor pupils' food intake. Mealtimes are a whole school social occasion that are set up to encourage the development of social skills and positive interaction between pupils. This results in a pleasant and

relaxed atmosphere that further promotes a culture of respect and tolerance.

The residential accommodation meets pupils needs. All four units are suitably furnished and of sufficient size to meet pupils needs. Residential pupils are able to personalise their private bed space with pictures and photographs if they wish. They take ownership of the environment and treat it with respect and care. Damage is minimal and when it does occur it is quickly repaired. Communal areas are age appropriately decorated creating a welcoming and pleasant environment that reflects the age, interests and tastes of those living there.

## **Residential pupils' safety**

## **Outstanding**

The arrangements for safeguarding residential pupils is outstanding. They are well protected by robust safeguarding procedures and care practice that treat their safety and well-being with the utmost importance. Staff are trained in safeguarding and have a clear understanding about their roles and responsibilities to keep pupils safe. Risk assessments are used to inform staff practice, ensuring they know how to manage pupils individual risks and vulnerabilities. This ensures the right action is taken to protect and promote residential pupils welfare.

Residential pupils say they feel safe and that bullying is not an issue. There is a zero-tolerance of bullying within the whole school community and the school maintains extremely rigorous anti-bullying practices. Residential pupils are aware through themed activities that are regularly programmed into the school curriculum that bullying is wrong. This is further strengthened by the bullying committee which includes pupils and staff. Residential pupils see this committee as being extremely effective in identifying and responding to potential concerns, including providing support for both the victim and perpetrator.

Incidents of pupils going missing from the residential provision are extremely rare. The school has good procedures for monitoring residential pupils and ensures their whereabouts are known at all times. All staff know how to respond in the event of a residential pupil going missing or failing to return from leave.

Residential pupils talk openly about how the school has helped them to learn how to control their behaviour. A key to this success comes from clear and consistently applied boundaries, their relationship with staff and the use of the schools reward scheme, which are strong motivators to helping modify their behaviour. Staff have a good understanding of the factors that contribute to pupils becoming angry and upset and are skilled at diffusing difficult situations and incidents. They encourage residential pupils to reflect on their behaviour, enabling them to develop coping strategies and learn how to self-manage their personal circumstances with more maturity. The effectiveness of this non-confrontational approach is evident in the low number of sanctions and physical restraints. On the small number of occasions when restraint has been necessary, it has been used professionally and as a last resort to protect pupils from causing harm to themselves or others or causing significant damage.

Procedures for recruiting and appointing staff are robust. All staff are carefully selected and vetted prior to starting work in the school. This helps ensure any potential abusers are not given access to working with children.

Residential pupils benefit from living in a safe and secure environment. They are protected from hazards by a wide range of health and safety procedures, risk assessments and routine maintenance checks. Regular fire drills in residential time ensure all residential pupils know how to safely evacuate the building in the event of a fire.

## **Leadership and management of the residential provision** Outstanding

The leadership and management of the residential provision is outstanding. The school is professionally and efficiently run by an experienced senior management team who are committed to sustained improvement and making a difference to pupils' lives. They promote a clear vision and values that provide a safe, stable and caring environment for residential pupils.

Managers see the residential provision as an integral part of providing pupils with strong foundations where social and emotional development can start to grow. The school works hard to reduce barriers so that each pupil makes as much progress as possible, relative to their individual starting points. This includes how practices from care improve school attendance and academic achievement. The effectiveness of this approach is evident in the excellent social, emotional and academic progress residential pupils make at the school.

The head of care is extremely competent and is highly effective in her management role. She has extremely good organisational skills and has introduced a number of systems that have further enhanced the high quality of care provided within the school. This includes a more structured approach to internal monitoring, which is clearly linked to staff performance and professional development.

An independent person visits the school regularly on behalf of the governing body. They cast a critical eye on all aspects of the schools operation, including checking records and the physical condition of the buildings. As recommended at the previous inspection, this process has been improved to ensure staff have the opportunity talk to the visitor and raise any issues with them.

Residential pupils are receiving excellent care and support from a competent and well-trained staff team. Staff have an excellent understanding of each pupils diverse needs. The manager and staff compliment each other and share the same child-focused goals. The numbers of staff on duty are sufficient to meet the needs of residential pupils. Care staff consider they are very well supported, receive regular quality supervision and have good access to the management team. They clearly understand their roles and responsibilities and show a great deal of pride and enthusiasm for their work. For example, care staff talk proudly about sharing residential pupils achievements and how their work is fulfilling to them.

The system for dealing complaints is fair and transparent. There have been no complaints since the last inspection. All required policies and procedures are in place and are known to those required to implement them. Records and documentation are generally comprehensive and stored securely. All national minimum standards were met at the last inspection and this continues to be the case.



## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

## School details

<b>Unique reference number</b>	121764
<b>Social care unique reference number</b>	SC007923
<b>DfE registration number</b>	815/7000

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	Maintained Residential Special School
<b>Number of boarders on roll</b>	
<b>Gender of boarders</b>	Boys
<b>Age range of boarders</b>	8 to 16
<b>Headteacher</b>	Mr Mark Mihkelson
<b>Date of previous boarding inspection</b>	05/03/2013
<b>Telephone number</b>	01723 859121
<b>Email address</b>	headteacher@bromptonhall.n-yorks.sch.uk

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