

# Brompton Hall School

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

<b>Inspection dates</b>	26/11/2014	
<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 school is outstanding. Outcomes for residential pupils are excellent, they make wonderful progress in all aspects of their lives. This is due to the very high standards of care and the exceptionally positive contribution the residential provision makes to the lives of residential pupils.
- There is a very strong culture of mutual respect and celebration of achievements. Staff encourage residential pupils to aspire to be the best and develop their full potential. There are strong relationships between staff and pupils built on trust, openness and honesty. Residential pupils have good relationships with each other and also encourage their own success.
- Residential pupils show excellent progress in social skills, developing empathy, managing their own behaviour, communication and in their self-esteem. School attendance and educational achievements are significantly higher compared to previous placements. Residential pupils grow in confidence and make successful transitions to further education or employment when they leave.
- The residential provision is very well managed. Care practice is child-focused, highly personalised and responsive to the individual needs of residential pupils. There is an extensive range of activities that facilitates the learning and acquisition of knowledge, skills and abilities.
- Residential pupils report they feel safe and that staff care about them. They experience stability and emotional security that significantly contributes to their development. The head of care ensures robust safeguarding procedures are consistently followed which includes very effective anti-bullying strategies.
- Parents and pupils have very positive views of the school. There is excellent consultation. The school council in particular has a key role in managing the service.

## **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

Simon Morley

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 current pupils at the school is between 10 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. At the time of inspection there were 33 full boarders, 11 with extended stays until 7 p.m. and one day pupil.

## Inspection judgements

### Outcomes for residential pupils

### Outstanding

Outcomes for residential pupils are outstanding. The boarding community is a key, integral part of the school. Residential pupils thrive in a highly inclusive environment, where the quality of relationships with each other and staff is excellent. Pupils have a strong affiliation to the school which has stood by them and helped make exceptional personal, social and academic progress.

Residential pupils develop appropriate warmth, affection and friendliness towards staff and to one another. There is a strong culture of respect within which individual differences are accepted and valued by everyone at the school. Pupils build strong, meaningful relationships with staff which helps them develop their confidence and self esteem. They help to support and look after each other, celebrating individual, house and class awards together and encourage each other's success and achievements.

Residential pupils speak very highly of their residential experience and the positive impact it has on them as individuals. For example, they spoke about making friends, improved behaviour, learning and being more independent. This was reinforced by parents who commented about how their children have experienced the most success at this school, are happier and develop their social skills which has led to much better family relationships.

Residential pupils consistently make exceptional progress in addressing emotional and social difficulties through their boarding experience. One stakeholder commented there are massive improvements in social skills, turn taking and empathy. This is highly significant as there are frequent experiences of poor education, non-attendance, difficult behaviour and isolation prior to being at this school.

The boarding experience allows pupils to undertake a range of responsibilities which aid their own personal development. Residential pupils learn leadership and negotiation skills through their key role in the school council. They learn about team work, trust and safety through high risk activities such as rock climbing and body boarding. They actively promote the school's culture and contribute to daily routines by their exemplary behaviour and helping attitude. Residential pupils take part in a wide range of activities during boarding. These activities are planned to aid their development as well as meet individual interests. Pupils improve their social skills and develop their physical fitness through this engagement

Pupils benefit from the strong focus on their specific needs in particular their social, emotional and behavioural difficulties. They start learning how to overcome these challenges and develop self-help skills early in their boarding life. This continues as they progress through school and learn new independent living skills such as budgeting, shopping and cooking. Pupils gain a wide range of self-help skills and all progress successfully into further education, training or employment.

### Quality of residential provision and care

### Outstanding

The quality of the school's boarding provision for residential students is outstanding. The integration of new residential pupils is very effectively managed. This process engages prospective pupils, their parents and staff to consider the holistic needs of individuals. The planning of admissions and ongoing care, support and guidance for residential pupils identifies needs in relation to health, wellbeing, social skills, relationships, disabilities, independence, behaviour and safety as well as education. This ensures that targets and goal setting are effectively matched to individual needs and help promote excellent progress.

Residential pupils are polite, well mannered, welcoming of visitors and support newcomers to settle in. The school's expectations are clear and residential pupils quickly buy into the rewards system. They have a high degree of respect for the school and staff, this is reflected in their excellent behaviour and attitude. One parent commented how surprising it was to be shown round by existing pupils and see how proud they are of the school.

Pastoral support is excellent. Staff build strong relationships with residential pupils based on a high degree of care, honesty and openness. As a result pupils feel safe, secure and experience solid, trusting relationships with adults, for some this is a new experience. This improves their confidence and contributes significantly towards their development. All pupils consistently commented on how well the school helps them so that they can see how to improve and that there are staff they can talk to who are interested in them. One typically commented, 'This is the best school because they listen and help me when I need it, other schools did not do that.' The vast majority of parents commented that children are well cared for and receive good guidance and support.

A lot of hard work has been put into formulating new combined education, care and health plans for each individual. These take into account residential pupils diverse needs and unique characteristics. Residential pupils are included in this process, agree target setting and know what to do to achieve well which allows them to feel in control of their own lives. One commented, 'Other schools just tell you what to do or exclude you. Here they listen and give you choices.'

There is a high degree of integration between care and education staff. Staff have a very strong commitment to this approach and strive to ensure pupils holistic needs are met. Teaching staff work in the evenings alongside care staff, there are combined planning, review and target setting processes and high levels of communication about daily events and achievements. As a result residential pupils benefit from a high degree of continuity of care that helps them make significant achievements in their personal, social, emotional and educational development.

Staff are aspirational, they have strong but realistic expectations of pupils. Pupils know this, they put a lot of effort into their own progress and also encourage each other to succeed. Verbal praise, encouragement from staff and one to one work is reinforced with the points system, leading to different pass levels and 'Currics' rewards. Achievements, such as good behaviour and work in class are acknowledged daily with a weekly celebration on a Friday. Residential pupils thrive on the praise and rewards which gives them a strong sense of pride in their achievements. Prior to admission some pupils experienced frequent exclusions and, or had poor school attendance. The impact of coming to this school is very significant in terms of their achievements.

Residential pupils enjoy a fantastic range of after school activities. The more popular ones being linked to their individual pass levels also promotes excellent behaviour. Futsal, golf, rock climbing, body boarding, arts and craft, reading, gardening and drama clubs all stimulate, entertain, exercise and help educate pupils. These opportunities are enhanced with participation in the Duke of Edinburgh scheme, an annual coast to coast bike ride, raising money for charity and Summer barge trips. Taking part in these activities for fun and enjoyment residential pupils also improve their social integration, enhance their social skills, self-confidence, communication skills and self-esteem.

Meals are nutritious, of good quality and plenty of variety. The range and choice of food is heavily influenced by feedback from pupils and the school council. Individual needs are catered for and pupils learn about healthy eating. Meals times are relaxed, friendly and expertly managed. Arrangements include pupil participation in helping clear up afterwards, turn taking and developing social skills. Meals are a pleasant and relaxed occasion and contribute to improving pupil's health and sense of self-worth.

Residential settings are comfortable, homely and reflect the personalities and wishes of the pupils living in them. For example one unit has a 'black pass' (highest pass available) room asked for by pupils, who enjoy access to new games consoles. There is still a range of game and activities for those on lower passes. There are four units split into different age groups, all suitably furnished and of sufficient size to meet pupils needs. They take on responsibility and ownership of their accommodation, school buildings and equipment. Pupils treat the whole school with respect and care, as such damage is minimal and quickly repaired if it does occur.

## **Residential pupils' safety**

## **Outstanding**

The school has outstanding arrangements for safeguarding residential pupils. They benefit from the excellent management of staff in fulfilling comprehensive safeguarding policies and procedures, designed to keep them safe and free from harm. All staff receive training in child protection and safeguarding. Staff apply this training in their practice, enhancing the safe care of residential pupils and improving their understanding of how to stay safe.

Safety has a very high priority. Residential pupils are safe and report they feel safe. They commented bullying is rare and any misdemeanours go before the school council. Pupils are fully invested in the council which is seen as effective way in responding to any incidents and making appropriate decisions. There are thorough anti-bullying strategies and along with excellent behaviour management one of the things that stands out is the exceptionally good behaviour of pupils. Parents commented that their children behave better, are able to self-regulate their emotions and are calmer.

Staff are calm, confident and competent in resolving any challenging situations. This results in infrequent use of physical intervention. The overriding view from pupils is that staff listen to them and help them. Staff encourage reflection to consider more appropriate coping strategies helping them learn how to avoid conflict. When physical intervention has been used this is as a last resort to keep pupils free from injuring themselves or others.

The head of care works closely with the local authority, ensuring that policies are current and in line with national and local protocols. This ensures that incidents of pupils missing from school are minimised. Staff follow thorough procedures when any pupil is missing and there is effective communication with the local authority and police. Senior staff attend all child protection meetings, conferences and core group meetings ensuring there is joint working with the local authority. Any concerns about harm to pupils are promptly reported contributing to keeping pupils safe. Likewise the head of care and head of school take swift and appropriate action in regard to any concerns raised by pupils about staff. This ensures a strong approach and effective multi-agency work to protect pupils.

The head of care thoroughly audits safeguarding procedures including policies, procedures, training, record keeping, recruitment and health and safety. There is further regular scrutiny from half-termly independent monitoring visits. This ensures that pupils' safety is firmly embedded in the ethos and practices of the school.

Risk assessments are robust and are part of the excellent planning for activities. As a result residential pupils are able to safely expand their life experiences through carefully managed but challenging activities such as rock climbing and body boarding.

Pupils benefit from the safe selection of suitable staff who have all the appropriate clearances, qualifications and experience. This supports the provision of a high quality service. There are effective arrangements for monitoring and managing all health and safety issues. All relevant checks are in place for gas, electrical services, equipment and fire safety systems. Residential pupils safe care is enhanced by this meticulous approach. Site security is robust and well

managed. Fire drills are held regularly and all pupils are aware of the evacuation procedures and have practiced them.

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

The leadership and management of the residential provision are outstanding. All staff share a clear vision, values and ethos of the school. The experienced management team are professional and efficient in upholding the vision and values. They provide residential pupils with a secure and safe environment in which they can flourish.

The residential provision is fully integrated within the school. Residential pupils benefit significantly from the well established routines and care practice. This facilitates their social and emotional growth in a safe and orderly community.

The head of care strives to continuously improve the residential provision. Her highly competent and effective management ensures high standards are maintained while developing practice further. She undertakes a range of internal audits, ensures the school meets or exceeds national minimum standards, keeps practice up-to-date with government guidance and demonstrates year on year improvements in practice.

The exceptional care and outcomes from the last inspection continue. Additionally there are stronger approaches to staff supervision and review of practice. These improved management processes ensure that residential pupils' progress, care practice and school objectives are clearly defined, robustly linked and thoroughly evidenced. For example the management team have introduced new performance reviews of activities assessing budgets, safety and learning for pupils. This has benefitted pupils by reviewing detention times so that pre-paid rock climbing classes are not missed.

Reports of regular independent monitoring visits conducted by the local authority are sent to the school and are available to the governors. These contribute to the school's high performance with checks on practice, safety, record keeping and the physical condition of residential accommodation.

The staff team is diverse and has a broad range of experience and skills. They are competent and well trained. Effective rota management ensures there are sufficient numbers on duty to meet the needs of residential pupils. Many pupils have complex emotional and behavioural needs. The quality of training, supervision and support ensures staff have an excellent understanding of these needs and are able to provide high quality child-focused care. Staff have a good understanding of their roles; their enthusiasm, motivation and sensitivity have a significant impact on residential pupils. Staff are proud of their work and the achievements of pupils. There is incredibly low staff turnover which helps promote stability and consistency for pupils.

Residential pupils have an active part in the school council. They have a strong influence over food, activities and the school's rewards system. Any issues of damage or bullying come before the council who deliberate over appropriate action to take. Residential pupils report they have a good say in what happens, are listened to and able to influence school policy and practice. For example the council has agreed a minimum school attendance rate to achieve for pupils to be able to cash-in their 'Currics' awards.

All national minimum standards are met and the school has met a recommendation from the last inspection. Residential pupils now have information on how to contact Ofsted should they wish to pursue a complaint. There have been no complaints since the last inspection.

## 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>	
<b>Number of boarders on roll</b>	
<b>Gender of boarders</b>	
<b>Age range of boarders</b>	
<b>Headteacher</b>	Mr Mark Mihkelson
<b>Date of previous boarding inspection</b>	28/02/2014
<b>Telephone number</b>	01723 859121
<b>Email address</b>	headteacher@bromptonhall.n-yorks.sch.uk

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