

Brompton Hall School

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

Inspection dates

02/02/2016 to 04/02/2016

The overall experiences and progress of children and young people

Outstanding 1

The quality of care and support

Outstanding 1

How well children and residential children and young people are protected

Good 2

The impact and effectiveness of leaders and managers

Good 2

Summary of key findings

The residential provision is outstanding because

- Overall outcomes for residential children and young people are outstanding. Staff instil a sense that whatever children and young people's past difficulties these are not a barrier to their future ambitions.
- The school promotes a reward system that sets children and young people up to succeed. Children and young people feel true ownership of this process and they hold staff to account for any minor variations that they perceive as unfair.
- School based meetings with a consultant paediatrician take place on a monthly basis. This means children and young people emotional and physical health needs are appropriately addressed.
- Children and young people make sound academic and excellent personal progress that significantly enhances their future life chances. Children and young people's annual reviews are a celebration of their experiences and progress within the school.
- A highly experienced advocate visits the school on a regular basis and children and young people are actively encouraged to seek assistance from this person. This is in an addition to visits by an independent person which also take place as required by the national minimum standards.
- Partnership working between teaching and residential staff is exemplary. Children and young people needs are well understood within school and the residential settings because there are embedded robust systems in place that underpin excellent communication.

- Leadership and management of the school is good with outstanding features. There are established links with professional organisations undertaking research about the impact of disadvantage on young people's learning.
- Staff go all out to engage residential children and young people in trying to mitigate any difficulties affecting their abilities to participate within the daily life of the school. The provision of a placement support officer affords additional support to families.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

What does the school need to do to improve further?

- Children and young people's risk assessments could be improved by reflecting the action staff take in practice to reduce any risk to children and young people; and the dates when these are reviewed so that any updates or progress can be more readily captured.
- The missing from home log could be improved by ensuring that the dates of any return interviews are recorded so there is a full account of all the action taken to safeguard children and young people.
- Recruitment procedures could be improved by drawing up a Proforma aimed at demonstrating what information is verified at the point of telephone contact with referees.
- The Proforma used to carry out independent visits could be improved to ensure that the visitor's opinions about risk assessments, placement plans and the safety and welfare of children and young people is fully reflected.

Information about this inspection

Inspection team

Michele Hargan

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 children and young people, located in Scarborough, North Yorkshire. The residential provision accommodates up to 43 children and young people, offering extended days and overnights to weekly boarding. All children and young people are males and have education and health care plans for social, emotional and mental health needs. The age range of current children and young people at the school is between 8 and 16 years. There are three residential units within the main building and these are age specific. The youngest children 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 36 full boarders and 14 children and young people on extended days until 7pm and 3 day children and young people that stay until 3.15pm.

Inspection Judgements

The overall experiences and progress of children and young people

Outstanding

Overall outcomes for children and young people are excellent. Staff seize every opportunity to aid children and young people's development who present as calm, polite and, respectful of others. A parent said, 'My son is 100% different, he has turned into such a happy boy rather being depressed.'

Staff are highly effective at promoting a harmonious atmosphere. Children and young people are expected to get on well together and they do. They are provided with a wide range of enriching opportunities helping develop their relationship skills. Their achievements are rewarded building their self-esteem and strengthening their allegiance to their school. A member of staff said, 'We don't get any damage to the building the boys are very proud of their school.'

Prospective children and young people are given meaningful guidance about boundaries and expectations. This means they learn quickly how to fit into residential school life. A child said, 'I think it's good, I liked it straightaway because you can have some banter and I made friends.'

Children and young people make exceptional progress with their overall development taking into account their starting points. This maximises their future life chances.

Children and young people are inspired to overcome their own adversities and to aspire. Celebrity endurance athletes visited the school one of whom talked about overcoming his childhood difficulties. This is a golden experience for children and young people as it helps them rethink their future possibilities.

Children and young people are very well prepared for the transition to higher education, training or employment. Young people take part in work placed based placements and they gain an entry level qualification. A young person said, 'I am going to do an apprenticeship I want to be a joiner.'

Children and young people enjoy their school life. Staff communicate to them that they are genuinely invested in helping them by rewarding the smallest of positive changes. A member of staff said, 'I don't want to punish children and young people. Here we're about rewarding positive behaviour.'

Children and young people quickly reap the rewards of positive choices in the form of points which convert to the school currency known as a 'Currics'. Receiving tangible recognition for their improved behaviour helps them stay focussed on success. A child said, 'The Currics system is amazing.'

Children and young people make a meaningful contribution to their wider community. Meeting their development needs and learning how to make a positive difference. The schools newsletter reports children and young people taking part in the Duke of Edinburgh Award, by helping out with a local village festival and by raising money for a Christmas shoebox appeal.'

The quality of care and support

Outstanding

Children and young people receive care and support that is outstanding. Staffs knowledge of children and young people in their care translates into highly tailored support. Staff said, 'I wrote the young person a social story to try and help (name) to realise the impact of his behaviour and feelings on others.'

Children and young people's admission is exceedingly well managed. A holistic approach results in comprehensive placement plans outlining how their needs are to be met. Good quality information makes clear to parents, children and young people how their education, social, health, wellbeing, behaviour and safety needs are addressed. This approach maximises opportunities for children and young people to make extensive progress in all areas.

Accommodation and facilities for children and young people are excellent. Maintenance and investment is ongoing. For example, a further bespoke garden-classroom is to be erected. A member of staff said, 'We do stop motion photography with the boys so it will give us more space to do that.' This helps children and young people learn new skills.

An extensive range of physical activities and past times are a routine part of children and young people's day. This meets their developmental needs by permitting safe risk-taking. The schools newsletter refers to children and young people as enjoying taking part in 'Footy, Frisbee rock climbing and motor biking.'

Pastoral care of children and young people is a major strength. Staff treat children and young people with kindness, and acceptance. They also address any concerning behaviours, increasing children and young people feelings of safety. A pupil said, 'I don't kick off anymore, I get along with my teachers.' A social worker said, 'The school have been absolutely superb.'

Education, health care plans and children and young people annual reviews fully reflect their needs and celebrate their progress. These are child centred and providing a rich narrative about their time within the school.

Meals are varied, nutritious, appetising and freshly prepared. This promotes children and young people's physical wellbeing. All main meals are enjoyed within the recently refurbished dining room affording children and young people a relaxing break in their school day.

Consultation with children and young people is standard practice. They are involved in care planning, setting targets, to improve their behaviour; and in regular key worker sessions. They can raise matters with the school council and bullying committee. A young person said, 'They have a school council, you can write things down and give it to them and they sort it out.'

Children and young people rights to see their families or carers are assured. Additional support at times of increased difficulties is also provided. This helps reduce any worries about matters outside of school. A social worker said, 'Staff pay a lot of attention to what is going on at home. They have a home school support worker he bridges the gap

between home and school.'

How well children and residential children and young people are protected

Good

Children and young people are safe and staff know what to do to help them stay safe. The school is transparent at admission about their safeguarding responsibilities. So in the event of any concern parents and carers understand why the school has to act.

Staff have a proactive approach to safeguarding so that any concerns are identified early on and swiftly addressed. A representative from the school attends every meeting concerning the safety and welfare of any child or young person. A senior member of teaching staff said, 'We always speak to the local authority designated officer (LADO).'

Innovative approaches to bullying behaviour supports the children and young people involved in reaching the best outcomes. Children and young people take part in established forums to address any issues developing relational skills and promoting empathy.

Children and young people turn around their behaviour. High levels of supervision, and empathic responses from staff help them learn how to manage difficult feelings. As a result any physical intervention to children and young people behaviour is low and it is clear that this is only used as last resort.

Children and young people live in a safe and well maintained setting with excellent facilities including a floodlit football pitch, tennis court and games room. Children and young people regularly take part in evacuation drills. This ensures that in the event of any emergency they know what to do.

Children and young people's individual risk assessments are regularly reviewed. While there are no concerns about risk management, assessments do not reflect what staff do in practice to nor is it clear how the effectiveness of any actions is measured. Scant details about any actions leave room for misinterpretation. As the head of care has a close overview of practice this assures that care practice to manage any risk is sound.

Regular audit of children and young people medication records, staffs record keeping, and health and safety matters on each of the units takes place. This also ensures the accountability of staff and that the health and wellbeing of children and young people is closely monitored.

While it is clear that children and young people receive an interview from an independent person on their return to school on occasions of their going missing. These interviews are not recorded. This oversight while not increasing the risk to children and young people in any way leaves room for doubt about what happened.

Staff undergo rigorous vetting. This ensures that only those who are safe to care for children and young people are appointed. It is commendable that where a reference was very scant, the referee was contacted and further information obtained. The outcome of reference verification is not clear. There are no concerns in relation to staff appointed since the previous inspection; however this oversight is a missed opportunity to obtain

further information and to make clear exactly what is being verified.

The impact and effectiveness of leaders and managers

Good

Boarding provision for children and young people is very well organised and managed. It is clear that children and young people know how their day is structured and what to expect helping to minimise any uncertainties and promoting their full engagement.

Regular audits of residential care practice are conducted ensuring children and young people needs remain of the utmost priority for staff. Independent monitoring report formats do not support presenting information about the quality of children and young people's care, their risk assessments, care plans, and how well they are safeguarded. Oversight in these areas is lost opportunity to further ensure there is no slippage in standards.

Policies and procedures are reviewed bi-annually and the most relevant of these are accessible on the schools website informing parents, carers and professionals. Children and young people stay within one of the school four units each with a distinct staff team and every pupil is allocated a key worker. Children and young people learn that their key worker affords them an additional level of support by focussing on their individual needs and progress.

Staff are very well trained and supported. Regular supervision takes into account their own wellbeing needs and their responsibilities; their annual appraisal links to improving outcome for children and young people. Residential and teaching staff enjoy the same training opportunities establishing a shared knowledge base and consistent approach. A senior teacher said, 'Training is for the whole school. I think everybody's input is valuable.'

The school has established links with research institutes and works with a range of other professionals. This means there is an excellent understanding about the barriers to social and academic learning. A senior member of staff said, 'We have joined the (name) teaching alliance. We look at the impact of disadvantage on children and young people's learning. 76% of children and young people have speech and language difficulties.'

Child friendly information about who to contact about any concerns is in abundance within the residential units. This promotes children and young people's rights and safeguards their welfare. A parent governor said, 'I haven't got a bad word to say about them, if I have a hint of concern it has been addressed.'

Excellent communication with parents and carers and social workers takes place. As a result there are very good relationships between parents, carers and residential staff. A parent said, 'For me and (name) the residential staff have been amazing. If they have any concerns they telephone me.'

Residential and senior school staff network with other schools to share best practice. This leads to major improvements that directly benefit children and young people. For example, the involvement of specialist oversight by a Paediatrician. This ensures children and young people's overall health needs are considered and appropriately progressed.

The school carries out a detailed review of its performance. This demonstrates the exceptional positive difference the school makes children and young people lives. These reviews and on ongoing development plans are shared with school governors. This leads to a range of further improvements. A senior member of staff said, 'I do a report for governors I am interrogated about this, where children and young people have gone, what is our subject rate and exams analysis.'

What inspection judgements mean

The experiences and progress of children and residential children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspections of boarding and residential provision in schools: the inspection framework*.

Judgement	Description
Outstanding	A school where the experiences and progress of children and residential children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and residential children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and residential children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and residential children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and residential children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

School details

Unique reference number	121764
Social care unique reference number	SC007923
DfE registration number	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.

Type of school	Residential Special School
Number of boarders on roll	52
Gender of boarders	Boys
Age range of boarders	8 to 16
Headteacher	Mark Mihkelson
Date of previous boarding inspection	26/11/2014
Telephone number	01723 859121
Email address	headteacher@bromptonhall.n-yorks.sch.uk

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