

Brompton Hall School

High Street, Brompton-by-Sawdon, Scarborough, North Yorkshire YO13 9DB

Residential provision inspected under the social care common inspection framework

Information about this residential special school

Brompton Hall School is a residential special school and is part of an academy trust. The school has 74 children on roll who have social, emotional and mental health difficulties.

Following a period of consultation, the local authority has decided to close the residential provision of this school by September 2024. No new children will begin to attend the residential provision.

The residence provides accommodation for four children, offering weekly boarding places Monday to Thursday.

The school has an executive headteacher, who is also the designated safeguarding lead, a head teacher and a head of care.

The inspectors only inspected the social care provision at this school.

Inspection date: 28 November 2023

Overall experiences and progress of children and young people, taking into account **requires improvement to be good**

How well children and young people are helped and protected requires improvement to be good

The effectiveness of leaders and managers requires improvement to be good

The residential special school is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of previous inspection: 11 July 2023

Overall judgement at last inspection: inadequate

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Since the last inspection, there has been significant structural changes to the residence. The children now have a modern games room where they can enjoy activities such as table tennis, snooker and playing on the computer. The residence and sleeping areas have been decorated, and the toilet and shower facilities have all been modernised. The changes to the residential provision provide the children with a nice environment. This in turn helps them to appreciate nice things and feel a sense of belonging.

The staff are supporting the children to make progress in education. Two children are moving on to college. The staff are supporting the children with this and are looking at future provisions. One child is clear about their future aspirations and receives additional tuition to help them achieve their future dreams. The focus on education from staff helps the children to realise the importance.

Staff support the children with their mental health. This is done in a variety of ways such as direct sessions with staff and referrals to relevant support agencies. This means that children are getting the support they need to help build their resilience when they are struggling to cope.

Children have meaningful relationships with the staff, and this makes them feel safe in the residential provision. All children said that they enjoy spending time with staff. The children speak positively about their stays, and they told the inspector that they do not want it to close. One child said, 'I cannot think of anything that can make staying here better.'

The staff support the children in going food shopping and the staff assist the children to cook their own meals. This helps children to develop their self-esteem and learn independent living skills that will help them later in life.

How well children and young people are helped and protected: requires improvement to be good

Some of the children's risk assessments do not offer the staff clear guidance to follow to help them to reduce the risks for children. Consequently, the children receive an inconsistent response from the staff.

Staff employed to care for the children have an up-to-date disclosure barring certificate and their references are checked. Nevertheless, leaders have not explored whether the agency worker has any gaps in their employment. This means that leaders cannot be assured that the staff employed are safe to provide care to the children.

Staff know how to report and record any safeguarding concerns about the children on the systems that the school use. The staff and designated safeguarding leads use the recording systems to monitor concerns and act when needed to protect the children.

The children's medication is stored safely in the residential provision, and this is correctly labelled for use. When the children's medication is administered, the records are signed by two staff in line with the providers' policy. This practice helps to reduce the likelihood of medication errors.

The children stay in a safe environment. The residential provision is safe and regular checks are carried out in line with the relevant risk assessments. All health and safety checks are up to date. Any concerns that are identified during these checks are passed on, and addressed, by the maintenance team.

The effectiveness of leaders and managers: requires improvement to be good

There have been further changes to the leadership team. There is now a new head teacher in post who supports the executive head. Alongside this, there is an assistant headteacher who has been appointed to help with leadership and management of the residential provision and the school. These changes have not disrupted the children's residential stay. They are driving forward a positive safeguarding culture.

The staff have regular safeguarding training, including 'Keeping Children Safe in Education'. The training helps them to recognise the signs of harm. Nevertheless, the staff have not received training to help them to support the children who may be at risk of self-harm through the use of ligatures. This oversight prevents the staff from managing this particular risk effectively or appropriately.

Staff receive half-termly supervision sessions. Leaders and managers talk through work-related problems offering the staff appropriate guidance on how best to support the children. These sessions are reflective and provide the staff with the opportunity to learn new skills to help them in their role.

Leaders respond well to external monitoring and suggestions made. The independent visitor knows the school well, and they recognise the positive changes that have been made in the residential provision. The independent visitor scrutinises the practice, and offers suggestions to continue to improve the service.

A member of the governing body visits the residential provision in line with the minimum standards. He checks a wide range of aspects of the setting, including health and safety checks, and safeguarding records. These visits are valued as the governor spends time talking with the children and asks if they feel safe while they are staying in the residential provision. This gives the children an opportunity to share their views, wishes and feelings to someone independent.

What does the residential special school need to do to improve?

Compliance with the national minimum standards for residential special schools

The school does not meet the following national minimum standard(s) for residential special schools:

- Leaders should ensure that the welfare of children at the school is safeguarded and promoted by ensuring that there are effective written risk assessments in place that outline the actions that the staff must implement to reduce risks that are identified for the children. ('Residential special schools: national minimum standards', page 9, paragraph 14.3)
- Leaders should ensure that the staff are well trained and up-to-date with relevant training to meet the children's specific needs. ('Residential special schools: national minimum standards', page 29, paragraph 26.1)

Recommendations

- Leaders should ensure that they use a range of selection techniques to identify the most suitable person for the post, by probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this. ('Keeping children safe in education', page 56, paragraph 225)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the social care common inspection framework. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Residential special school details

Social care unique reference number: 2735040

Headteacher/teacher in charge: Mrs P Dubas

Type of school: Residential Special School

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Inspector(s)

Gemma McDonnell, Social Care Inspector (Lead)

Carol Jagger, Social Care Inspector

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