

# Brompton Hall School

## Inspection report

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<b>Unique Reference Number</b>	121764
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	340007
<b>Inspection dates</b>	30 November –1 December 2009
<b>Reporting inspector</b>	Marian Thomas

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	8–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr B Honeysett
<b>Headteacher</b>	Mr Mark Mihkelson
<b>Date of previous school inspection</b>	3 November 2006
<b>School address</b>	High Street Brompton-By-Sawdon Scarborough YO13 9DB
<b>Telephone number</b>	01723 859121
<b>Fax number</b>	01723 850239
<b>Email address</b>	markmihkelson@lineone.net

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**Boarding provision**

**Social care Unique Reference Number**

**Social care inspector**

Michael McCleave

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## Introduction

This inspection was carried out by one additional and two social care inspectors. The inspectors visited eight lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at curriculum planning, pupils' progress tracking information, safeguarding and welfare documentation and questionnaires returned by parents and/or carers

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by all groups of pupils
- pupils' behaviour in both the school and boarding provision
- health and safety and pupils' welfare throughout the school and the boarding provision.

## Information about the school

Brompton Hall school provides places for up to 60 boys who all have a statement of special educational need because of social, emotional and behavioural difficulties; in the case of the latter, often complex. The school offers day, extended day and weekly boarding places to boys throughout the local authority area and, on occasions, from beyond the county. Boys currently attending are predominantly of White British heritage. Twenty per cent of those attending are in the care of the local authority. Boys join the school between the ages of eight and 15 years. As part of the school's provision for pupils with the greatest need within the district, it has recently opened a small unit for Key Stage 4 students which runs alongside the main school. This provision was inspected as part of the current inspection.

The school has recently gained a range of national accreditations including Investors in People, Financial Management Standard in Schools, Basic Skills Quality Mark, Healthy Schools Award, Sportsmark and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. The outstanding care, guidance and support provided for all pupils and the success with which their severe and complex special needs are met enables them to make good progress both personally and academically. The headteacher and senior leaders have high expectations of what pupils can achieve, despite the difficulties they face and ensure the quality of provision necessary for them to do so.

Self-evaluation of the school's effectiveness is rigorous and the findings are acted upon to good effect. The success of the school and its improvement since the last inspection, for example, in improving the curriculum and attendance, indicates a good capacity to improve further.

Pupils arrive at school with gaps in their learning and lowered self-esteem. As they begin to enjoy learning, their confidence in themselves as learners is rebuilt.

They often then begin to show mature attitudes and a willingness to share knowledge with others. Older students respond especially well to the practical and vocational nature of courses offered. This coupled with a strong emphasis on academic subjects ensures that students leave Year 11 with qualifications which prepare them well for the next phase of education or work. Younger pupils settle quickly and start to engage with learning and as a result they make good progress, often exceeding previous targets. This represents good achievement across the school.

Pupils are adamant that they feel safe because staff in both the school and boarding provision are there to support them. They feel listened to and are able to confide in their key workers. Any isolated incidents of bullying are dealt with effectively through the pupils' council. Attendance is good and has increased year-on-year due to the good strategies the school has in place and secure links with the educational welfare service.

The quality of teaching is good and is marked by teachers' high expectations of students, to which they respond well. Staff have a good knowledge of the subjects they teach and engage pupils well because lessons are made interesting and fun. However, although skilled teaching assistants are used effectively to support individual learners their skills are not always fully utilised to speed up learning for groups of pupils.

Planning is in place, but does not always show how it meets the needs of all learners. As a consequence, learning for the most and least-able students slows.

The 24 hour curriculum is well adapted to meet the needs of individuals and is carefully balanced to support academic, personal and vocational needs. It is enhanced by a wide and varied number of activities throughout the day and evening. Whilst the school recognises that some pupils lack a clear understanding of life in a multi-ethnic society and have addressed this issue for learners in Key Stage 3 and 4, too little is done to

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improve this understanding for pupils in Key Stage 2. Care and academic staff know the students exceptionally well and are very sensitive to the circumstances in their lives which make them vulnerable.

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

- Raise pupils' achievement further by:
  - improving lesson plans to ensure they meet the needs of all learners
  - ensure that teaching assistants are used more effectively in classrooms to support groups of learners.
- Ensure that the curriculum for pupils in Key Stage 2 includes sufficient opportunities to develop their understanding of life in a multi-ethnic society.

**Outcomes for individuals and groups of pupils****2**

The calm and industrious atmosphere in the school's primary classrooms settles pupils well. This allows staff to assess their needs and provide tailored individual learning programmes in the core subjects. Coupled with the fast pace of learning in most lessons, this helps pupils to work consistently and achieve well. Secondary age students engage well with learning because staff are particularly good at building up their self-esteem and as a result, their belief in their own ability to succeed. This coupled with the wide range of academic and vocational courses on offer ensures that pupils leave with as many qualifications and accreditations as possible.

Many of the pupils who attend this school have become disengaged from learning because of their past experiences and as a result have attainment below national expectations. Staff are particularly successful at re-engaging them and as a result, pupils across the key stages make good and sometimes outstanding progress in lessons. This fast rate of progress ensures that pupils often successfully catch up on missing learning and make better than predicted progress. All pupils and students who attend the school are identified as having additional needs. These are well supported and as a consequence all groups make similar progress.

Pupils feel exceptionally safe because they know supportive staff are there to help them at all times. They enjoy eating healthy meals together throughout the day when staff join them in family groups. This, coupled with very popular sports options, offered both in and outside school time, ensures that pupils have an excellent understanding of healthy lifestyles. Pupils make a good contribution to the community both in and outside school by listening to and appreciating the needs of others. They support the upkeep of the local village flowerbeds through the Duke of Edinburgh scheme. Pupils' good overall spiritual, moral, social and cultural development is seen in the way in which they react to each other and take care of the environment.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Information and communication technology (ICT) is used creatively in lessons to support learning and involve pupils in making choices. Teachers and teaching assistants work closely together to ensure pupils are kept on task. Occasionally, opportunities are missed to deploy skilled assistants in the classroom. This has a negative impact on opportunities for pupils to learn when they work in small groups. Learning and behaviour targets are displayed in classrooms, ensuring that pupils are aware of what is expected of them. Learning rarely slows even when pupils' behaviour lapses. When this happens, the calm approach of all staff defuses the situation, enabling pupils to return to work quickly. Teachers use assessment information consistently to inform pupils of their targets. Whilst pupils' progress in all key stages is regularly tracked, assessment data is not always used to best effect to refine and update targets more frequently to accelerate pupils' progress. Teachers generally plan lessons conscientiously. In the best cases, good attention is given to ensuring work is modified to meet the different needs of pupils within the class. However, this does not always happen and in these instances learning is less effective.

The curriculum is well organised and is imaginatively enhanced by many visits and activities away from the classroom. The wide range of vocational courses offered in Key Stage 4 includes, certificates in food and hygiene, workplace hazard awareness and health and safety which contribute well to students' development and future economic

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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well-being. However, opportunities for developing pupils understanding of life outside school in a multi-ethnic community are not sufficiently developed in Key Stage 2. In this area of personal and social education, the curriculum needs to be strengthened.

As a result of the outstanding care, guidance and support pupils feel there is always someone who will listen and help. One pupil expressed this well when he said, 'I know even when I feel very angry people will listen to me'. A careful and very thorough assessment is undertaken when pupils arrive at the school which is then used to target support effectively. Links with outside agencies are good and as a result, vulnerable pupils are well supported. Pupils' behaviour is well monitored at all times because of strong links between the care and school staff and a shared rewards and sanctions scheme.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The reflective and visionary leadership of the headteacher is instrumental in moving the school forward. There is effective communication of high expectations throughout the school and this helps drive improvement further. The school's governing body is very successfully led and has implemented very good procedures to ensure the health and well-being of all pupils. Members also offer valuable support and challenge to senior leaders. Clear policies and procedures ensure all government safeguarding requirements are well met. Leaders and managers have ensured that the school is an inclusive community and equality of opportunity and the tackling of discrimination within school's academic and pastoral units are good. However, pupils' views and understanding of the wider community sometimes need challenging and consequently, the promotion of community cohesion is only satisfactory.

The school makes great efforts to engage parents and carers. The work of both care and school staff ensure they are kept very well informed about their child's successes. Links with home are actively encouraged. Parents value the work of the school immensely. One commented 'Since starting school our son has exceeded our expectations in every way'. As a result of the school's hard work, excellent links with parents and carers have been established, some of whom have been hard to engage in the past. Strong partnerships with a wide variety of agencies contribute well to pupils' well-being and progress. The school ensures good outcomes for pupils, many of whom have extreme and significant needs. It does this on a tightly controlled budget and

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provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Boarding provision**

Equality and diversity is promoted by staff in their work with the pupils. This is reflected in the pupils' behaviour towards each other, irrespective of social or ethnic backgrounds. However, the ethnicity of some young people is not fully identified in their care plans. Pupils are introduced to different cultures through themed meal events and this has proved to be very popular. Inappropriate comments from pupils are challenged, and they are encouraged to learn how to behave with care and respect. There is an underlying ethos of respect for each other, which is clearly reflected in the way staff and pupils interact on a daily basis.

Although the school does not have a medical facility on site, there is an effective arrangement with the local clinic giving access to a doctor and nurse when required. Although there are procedures in place to guide staff in medicine administration, some records are inconsistent. They do not identify when medications for some young people have been changed. Also, some entries are made some time after medicines have been administered. Pupils with particular health problems are provided with appropriate support in areas such as speech therapy. All care staff are trained in first-aid.

There is a strong emphasis on encouraging all to eat healthy meals. Fruit is available each meal time and also in the house units. The catering staff are aware of pupils' likes and dislikes, and of any specialist diets. In addition, there is a good understanding of the needs of pupils who may have religious or cultural requirements. There is a hot meal



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each day as well as a salad bar. The school currently participates in the local authority healthy eating campaign. The pupils clearly enjoy their meals.

Pupils are well cared for and happy at the school. The leadership provided by the school's management, promotes pupils' safety and well-being. The residential care staff demonstrate a strong commitment to ensuring pupils are safeguarded.

Pupils feel safe at school and are confident in approaching staff to share or discuss any concerns affecting them. The Local Safeguarding Children's Board procedures are available to staff as well as the school's own procedures; staff have good awareness of them. All staff receive child protection training during their induction and when they undertake the national vocational qualification (NVQ) Level 3. Bullying is not currently an issue at the school; the bullying committee is an effective forum that involves pupils in dealing with any incidents.

Pupils' behaviour is good and they are taught how to show respect for each other. Although staff are trained in behaviour management, the use of restraint is infrequent, which reflects good practice. On the occasions where restraint is used, the information recorded does not always indicate in detail why a particular form of restraint was used. The school encourages close links between care and education which ensures that the pupils see education as an integral part of their daily routines. Pupils have a statement of educational need in their case records, clearly indicating how these needs are to be met. The care staff and teachers work together with the aim of achieving the best possible outcomes for pupils. This is promoted through care staff attending meetings with teachers, where care information is shared. This positive approach ensures that pupils are supported to achieve their potential both socially and educationally. In addition, pupils enjoy a wealth of experiences through a wide range of activities, for example, motor biking, camping, walking, educational visits to European countries, bargaining and sporting activities.

Pupils have an influence on school life through the school council. This body is consulted about issues such as menus and activities. The ethos of the school is that no-one is deemed unable to give their views. This involvement helps to increase pupils' self-confidence.

The placement plan for each pupil identifies what support is required to meet their individual needs. A key worker is responsible for ensuring that the plan is monitored and progress reports recorded in case files. There are well established links with a range of agencies to support pupils and they are happy with the support provided. The residential houses are comfortably furnished. The accommodation and facilities afford appropriate levels of privacy. Security within the units is good and prevents access by unauthorised persons. The units are well maintained and clean.

The residential care team is appropriately managed and staffing numbers are sufficient to provide pupils with a safe level of supervision. The range of experience in the team provides pupils with a stable group of adults able to meet their care needs. The Head of Care has a recognised management qualification and the care team exceeds the standard of at least 80% having NVQ Level 3 in the care of children and young people. This is excellent and demonstrates the commitment of staff towards their professional

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development.

**National Minimum Standards (NMS) to be met to improve social care**

Review the policy and practice in relation to administration of prescribed medication (NMS 14.17).

Ensure that, subject to the needs of individual staff, there are programmes of training available in relation to race, ethnicity and culture, safe handling of medication and recording of information in the restraint log. (NMS 29.4)

*This is the grade for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>2</b>
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**Views of parents and carers**

Nineteen parents or carers responded to Ofsted's parental questionnaire. This represents a very good response because of the short period of notice parents had due to a staff training day. This is further evidence of the strength of relationships between the school parents and carers. Responses indicate that almost all parents feel that the unit supports their children very well and they are making good progress. This matches the findings of the inspection team who did not find evidence to support the small number of negative responses.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brompton Hall School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 19 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 December 2009

Dear Pupils,

Inspection of Brompton Hall School, Scarborough, YO13 9DB

Thank you very much for the warm and friendly welcome you gave to the inspectors when we visited your school recently. We really enjoyed meeting you and seeing where you live when at school as well as visiting you in the classroom. We were all particularly impressed by how well you behaved during our visit and how keen you were to talk to us about your school. We feel that nearly all of you are working very hard and are enjoying your time at Brompton Hall. We felt you all get on well together and are able to discuss any worries you may have with staff. Your teachers work hard to ensure as you get older you have as many choices as possible so that you leave with as many qualifications as possible. We feel your teachers and care staff work particularly hard at ensuring you are very well cared for and guided to make the right choices. We feel they work very well as a team to ensure you succeed and make the most of your time at Brompton Hall.

To help make your school even better, we have asked the staff to:

- make sure that teachers' lesson plans always take account of pupils' different learning needs
- make sure that teaching assistants are always used as well as possible in lessons to support small groups of learners
- help pupils in Key Stage 2 to understand the importance of living in a multicultural society.

We all hope you have a really good Christmas. The school decorations looked very good. I also hope that Year nine finish their brilliant 'fishy' cuddly toys soon.

Yours sincerely,

Mrs Marian Thomas

Lead inspector

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