

Inspection of Brompton Hall School

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

Inspection dates:	11 and 12 March 2025
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Josh Dudding. This school is part of the Venn Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dr Simon Witham, and overseen by a board of trustees, chaired by Terry Johnson. There is also an executive principal, Claire Goodaire, who is responsible for this school.

What is it like to attend this school?

Pupils value the positive environment at Brompton Hall. They say that teachers know them well and that this helps to make them feel safe. The school has high expectations of pupils and helps them to learn how to live up to these.

Across the school, pupils generally behave well. Pupils are helped over time to improve their behaviour. Staff provide careful pastoral support to pupils and help them to learn about their own emotions and choices. Pupils enjoy the praise and rewards they work towards together in their classes. However, some pupils do not display positive attitudes to their learning.

Pupils' attendance is improving but there is still much work to be done. Pupils appreciate that their experience of school has improved recently. However, pupils are not doing as well as they could.

The school makes sure that pupils benefit from a range of trips and enrichment activities. Pupils take part in a range of clubs to support their development. Older pupils have access to high-quality support for their future careers, including information about apprenticeships and college visits. This supports their preparation for adulthood.

What does the school do well and what does it need to do better?

The school is highly ambitious for all its pupils, regardless of their past experiences or current challenges. Adaptations are made in line with pupils' education, health and care plans (EHC plan). Staff carefully ensure that the correct provision is in place to meet pupils' social and emotional needs. The personal, social, health and economic (PSHE) curriculum is central to pupils' development. It supports those who are present in school to progress well towards their EHC plan targets.

Trustees, trust and school leaders have realised significant changes to the provision over the course of the last two years. There is an accurate and shared understanding of what needs to improve and the steps to achieve this. Significant improvements in pupil support and in the curriculum in a range of subjects, including PSHE, are evident. However, some work is still embedding. There is not sufficient impact on pupils' attendance and other aspects of the curriculum.

The school recognises that attendance is currently not good enough. It analyses the reasons for pupils' absence, which helps staff to identify the next actions to be taken. Several pupils have begun to attend better. The school has strategies in place that are beginning to develop impact, but too many pupils are regularly absent.

Pupils can learn well, and achievement at the end of key stage 4 shows some improvement. Staff give pupils opportunities to revisit their learning regularly across the curriculum. Teachers are clear on what they want pupils to learn. Pupils appreciate this. However, on some occasions, teachers move pupils on to new learning before their

knowledge has been checked. This means that gaps in pupils' understanding go unaddressed.

The school has raised the profile of reading and, more recently, writing. Pupils quickly gain the knowledge and skills they need to become confident, fluent readers. They begin to read for pleasure more often. Staff have the appropriate expertise to help pupils who are at the early stages of learning to read. This helps pupils who find reading difficult to catch up. Reading is being promoted well. However, pupils' writing is not being developed well enough. The school has begun to address this but this in its very early stages.

Pupils' personal development is always considered throughout the school day. For example, lunchtime activities and clubs help pupils to improve their social skills. Pupils develop an appropriate understanding of key things that will affect their lives. For example, they learn about how to be more welcoming and tolerant of others. Pupils are listened to. They are helped to think regularly about their future. Pupils are consistently supported well to understand what is possible beyond Year 11.

Overall, pupils feel safe in school. There is a growing culture in which positive relationships help pupils to engage with their learning. Behaviour has improved over the last academic year. Staff are increasingly able to be proactive in their support for pupils. However, older pupils' engagement with learning is particularly inconsistent.

There is a strong focus on staff development. This ensures staff are aware of exactly what to do next to help pupils stay safe. Staff appreciate the growing strength of communication and support in terms of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Overall, pupils do not attend school regularly enough. Pupils continue to miss valuable time in school. The school should ensure that work to improve attendance continues and prioritises pupils' learning.
- Support for pupils' writing has not been structured sufficiently well until recently. This means that pupils' writing does not improve quickly enough. The school should ensure that staff implement and adapt the support that pupils receive to develop their writing effectively over time.
- Pupils' understanding is not always checked well enough before moving on to the next part of the curriculum. As a result, pupils have gaps in their knowledge. The school should ensure that staff check pupils' understanding consistently well. This will enable pupils to build knowledge more effectively over time.

- The school's actions to support pupils who struggle to engage in their learning are not as effective as they should be. This hinders pupils in developing positive attitudes to learning and re-engaging with their education. The school should ensure that appropriate support is in place to help pupils to engage well with their learning over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149474
Local authority	North Yorkshire
Inspection number	10370229
Type of school	Special
School category	Academy special sponsor-led
Age range of pupils	8 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	Board of trustees
Chair of trust	Terry Johnson
CEO of the trust	Dr Simon Witham
Principal	Josh Dudding
Website	www.bromptonhallschool.org.uk
Dates of previous inspection	24 and 25 October 2023, under section 8 of the Education Act 2005

Information about this school

- This school is part of Venn Academy Trust.
- The school caters for children with complex special educational needs, including social, emotional and mental health difficulties that impact on their social, emotional and behavioural responses.
- The school uses three alternative provisions for pupils. One is registered and the others are unregistered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.
- The school is currently undergoing significant construction work to improve the site and main building.
- Brompton Hall School converted to become an academy in March 2023. When its predecessor school, Brompton Hall School, was last inspected by Ofsted, it was judged to be inadequate for overall effectiveness.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the principal, the executive principal, trust staff, and other senior and middle leaders.
- Inspectors held discussions with trustees, including the chair of the trust.
- Inspectors carried out deep dives in English, mathematics and PSHE. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors visited the breakfast provision and 'basic skills' time and reviewed the extra-curricular activities with leaders.
- Inspectors met with members of staff and spoke to pupils at various points in the inspection.
- Inspectors met with support staff and visited the areas used to support pupils during the school day.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of responses to Ofsted's staff survey and to Ofsted's parent survey, Ofsted Parent View, including free-text responses.

Inspection team

Richard Wakefield, lead inspector

His Majesty's Inspector

Dennis Ley

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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