



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

William Henry Smith School

**Boothroyd
Brighouse
West Yorkshire
HD6 3JW**

Lead Inspector
Monica Hargreaves

Key Announced Inspection
27th November 2006 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	William Henry Smith School
Address	Boothroyd Brighouse West Yorkshire HD6 3JW
Telephone number	01484 710123
Fax number	01484 721658
Email address	general@whsschool.org.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	The Smith Foundation
Name of Principal	Mr Brendan Heneghan
Name of Head of Care	Mrs. Sue Ackroyd
Age range of residential pupils	8 to 16 years
Date of last welfare inspection	21 st February 2006

Brief Description of the School:

William Henry Smith School is a non-maintained special school for pupils with emotional and behavioural difficulties. It is controlled by a board of governors that has fifteen members.

The school provides education and accommodation for boys aged between 8 and 16 years. The aim is to offer a caring, secure and stimulating environment that enables each member of the school community to develop and realise their full academic and social potential.

Accommodation is provided in five houses. When boys join the school they are initially accommodated in the Admissions House for a settling in period, the length of which depends on the individual boy's needs. Pupils move from there into either the junior or senior boarding houses. The school also offers older pupils the opportunity to live for a period of time in a small self-contained flat within one of the houses where they are able to develop their independence skills with the support of staff. Each pupil has his own bedroom; bathroom and shower facilities are shared.

The school is set in extensive well-maintained grounds and has good facilities for indoor and outdoor sporting activities, such as an adventure playground, all weather sports enclosure and indoor sports hall and gym. It is situated in a semi-rural location on the outskirts of the town of Brighouse with good transport links to Halifax and access to other larger towns and cities.

SUMMARY

This is an overview of what the inspector found during the inspection.

Two inspectors visited the school on the 27th and 28th November 2006. The visit was planned and during the time that they were at the school, the inspectors were able to speak to young people, to different members of staff, to the Principal and to the Head of Care. They also looked at the records that the school needs to keep. Before the visit took place, young people and staff had been asked to fill out questionnaires and the Principal and the Head of Care had also filled out and returned a questionnaire. All of the information from the visit and from the questionnaires was used to help to write this report.

What the school does well:

Most young people said that they like William Henry Smith School, and that they think they are able to let staff know their views. They said that the School Council is useful and that they think they can change things at school by discussion at these meetings.

Pupils also said that they think they are safe at school. Most of the boys said that they are not bullied but that if they were, staff would deal with it. Inspectors saw that there is a lot of information around the school about bullying and all of the staff work hard to make sure that boys understand that bullying behaviour is not acceptable at school.

Young people said that they are well looked after if they are ill and many young people said that the School Nurse is someone they can talk to. Pupils told inspectors that staff are fair and inspectors saw that the boys get on well with staff.

Pupils also said that they like the activities and that there are lots of things to do at school.

These are some of the things that young people told inspectors:

- staff care about us
- they make sure you are safe
- they stop bullying
- its good to be here
- It's helped me a lot. It's the best school I've been at

- Staff listen to me.

The things that young people said and wrote down in their questionnaires made inspectors believe that young people think William Henry Smith School is a good school and that they feel safe when they are there.

Inspectors also looked at the records that are kept at school and saw that each pupil has a proper plan that shows how the school will look after him and that the care staff and teaching staff work well together to care for pupils and help them to do well at school.

There was also lots of good information about how the school is kept safe, such as records of fire drills and records of the checks that are made on staff before they can work at school and on visitors before they can come into the school.

What has improved since the last inspection?

There are now more ways in which the school can help young people to feel better about themselves and to do well at school. For example, pupils can do work with an art or music therapist or they can see a counsellor.

More care staff have now completed the National Vocational Qualification, the training they need to help them to care for young people and some staff have also got other qualifications, for example in counselling.

The school has changed the menus over the past few months to make sure that the meals are all healthy. Not all of the pupils have been happy about this change. Some said that they did not like vegetables and a few said that they wanted more chips, but most pupils said that they understand why the meals have changed and most of the boys said that they really like the food at school.

What they could do better:

Inspectors believe that the school works hard to make sure that boys can do well and that many boys make excellent progress at school. The Principal and the care and teaching staff said that they will continue to look at how they are helping boys and will also continue to ask for the opinions of the boys and their families about how the school is doing.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

JUDGEMENT – we looked at outcomes for the following standard(s):

14

Quality in this outcome area is excellent. This judgement has been made using all the evidence available, including a visit to the school.

The overall health needs of the boys are well met by the school and records are clear and up to date.

EVIDENCE:

In their replies to questionnaires, boys said that they feel they are well looked after when they are ill. In discussion during the inspection visit, they also said that the school nurse and members of the care staff team support them with any medical appointments they have while they are at school. Many of the young people identified the school nurse in particular as a person they would go to for help and inspectors observed that they have a good relationship with her. She visits each boarding house at the start of the day and staff speak to her about any health problems that an individual boy may have. On the second morning of the inspection visit, the nurse saw one young person in a boarding house who was unwell and advised him to rest in bed for the day. She said that she felt that it was important to understand the overall needs of the boys as sometimes young people had a number of difficulties at home and that this could manifest itself in apparent illness at school. She expressed the view that all the staff at the school are good at sharing information and that she feels they work well together as a team.

Young people are registered with the local GP practice. Parents and carers are encouraged to maintain contact with their own dentist where pupils are registered with one in their own area. Otherwise, the school nurse registers them with a local dentist who has a clinic at the surgery once a week. The Nurse explained that all the boys have an initial health assessment by a Paediatrician when they are first admitted to the school.

The School Nurse is appropriately qualified and experienced. She said that the school makes it possible for her to take up relevant training and explained that she also makes sure that she keeps up to date with health matters, using resources on the internet and the support and advice of other school nurse colleagues. She explained that it can at times be difficult to obtain a detailed medical history before a young person is admitted to the school, but that she makes sure that this is achieved in order to develop an individual health plan for each young person.

Medication records remain the overall responsibility of the School Nurse, although care staff in the different boarding houses dispense the medication itself. The School Nurse explained that she logs in all new medication and that she undertakes regular checks on stocks and records. Staff have been given guidance on the storage and administration of medication and the school has a range of policies relating to health matters and the administration of medication and first aid. Medication and accident records were examined during this visit and were all in order.

A number of pupil files were also seen. These contained detailed health plans, medical histories and evidence that referrals for specialist medical services are made as required. The written consent of parents for the administration of medication, first aid or urgent medical treatment was also in place on each file.

Staff said that they all undertake training in first aid and records confirm that there is always someone with a first aid qualification on duty.

The school is developing a range of therapeutic techniques to support the work with the boys. One member of the care staff team has achieved a qualification in counselling and qualified therapists offer sessions in art and music therapy. The school also uses the services of a psychotherapist and a consultant specialising in Neurolinguistic Programming. Members of the care staff team said that they believe these additional therapeutic sessions are of great benefit to the boys in their care.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 8, 10, 26 and 27

Quality in this outcome area is excellent. This judgement has been reached using all the evidence available, including a visit to the school.

There are clear systems in place to make sure that children are kept safe and are protected from abuse and from bullying. These are followed in practice.

EVIDENCE:

The school has clear policies regarding child protection and countering bullying. Child protection training is delivered as a whole school event and staff spoken with during this visit confirmed that they have had recent child protection training. In discussion, they demonstrated a knowledge of the issues and a clear understanding of their responsibilities in relation to reporting concerns.

The School Nurse is the designated person in relation to child protection. She said that she makes sure that training is regularly updated and is keen to keep up good communication with the local Safeguarding Children Board. The school's policy and procedures is consistent with the local requirements. Since the last inspection, there has been an incident of an allegation of a child protection nature. There was written evidence that this was dealt with promptly and appropriately.

There is a school policy on countering bullying and information is given to boys in the pupil guide to the school. There is a great deal of information around the school about bullying and what to do if as a pupil, you or someone you know, has a problem. In their replies to questionnaires, pupils said that they understand that bullying will not be tolerated within the school and the majority of boys confirmed that they had never been the subject of bullying. In discussion during the visit, a number of boys said that they believed that the care and teaching staff would deal promptly with any incident that occurred. In the week prior to the inspection visit, the school had taken an active part in Anti-bullying week. One of the Care Team Managers had spent a considerable amount of time developing imaginative ways in which to involve the boys in discussions and work about bullying and supporting one another.

The ethos of the school is to help boys to develop a sense of self-esteem, to learn to manage their own behaviour appropriately and to respect themselves and others. Throughout the visit there were many examples of how the staff help young people to achieve this. Boys are awarded points for managing their behaviour and for achievement in class and the points enable them to achieve different levels – bronze, silver, gold and platinum, for which they also receive rewards. The boys themselves were keen to explain how the system works and showed an enthusiasm to reach the highest level they could. School assemblies celebrate individual and group successes with individual and group awards for academic progress and improvements in behaviour.

Staff said that they have all had formal training in the management of challenging behaviour and that this training is regularly updated. There are formal systems for recording restraints and sanctions. These are regularly monitored by the Head of Care and there was evidence that these are also read by the Governor who undertakes the regular monitoring visits. In discussion, pupils said that they think the sanctions and restraints are 'fair'.

There are also clear systems in place to record any episode where a boy may go missing from school. Staff were observed to take care to know the whereabouts of the boys outside class time and they explained the procedure they would follow if a boy was absent.

The complaints procedure is clear and thorough and is made available to parents and placing authorities. There is information for young people within the pupil guide on how they can make a formal complaint. In their replies to

questionnaires and in discussion during the visit, boys indicated that they understand the process for making formal complaints. Boys also said that they think their complaints are listened to. Staff said that they try to resolve issues at an early stage and encourage young people to make their views known. There is a 'grumbles book' in each house where young people can record things they are unhappy with.

Staff selection and recruitment practices are extremely thorough. Since the last inspection, the Head of Support Services has continued to develop the systems for vetting staff who work at the school and has written to all contractors requiring them to confirm that they have properly checked all of their employees. Reference request forms have been updated and the employee handbook has been reviewed and is also being updated. The Head of Support is keen to make sure that the school meets all the requirements of new and changing legislation and said that she regularly attends relevant training and uses the internet to update her information. The services of an outside consultant have also been used to assist the school in its review of staffing procedures. Staff files were examined during this visit and were all in order.

As a member of the Senior Leadership Team, the Head of Support Services also has lead responsibility for health and safety matters. An external consultant is employed to complete an assessment of the systems that are in place. The Head of Support Services confirmed that all the required checks and risks assessments are up to date and made records available. These were examined and were all in order. Young people also explained what they would do in the event of a fire and confirmed that drills take place regularly.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 22

Quality in this outcome area is excellent. This judgement has been reached using all the available evidence, including a visit to the school.

Young people receive individual support and the care provision at the school actively supports the children's education

EVIDENCE:

The school promotes the ethos of a 24 hour curriculum and there was evidence throughout the visit of the good communication that exists between care and education staff. Inspectors attended one of the handover meetings that take place every morning. These are attended by both care and teaching staff. Teaching and care staff also attend the school assemblies, which offer an opportunity for staff to comment on the progress that classes or boarding houses have made the previous day. Inspectors attended two assemblies and heard about the excellent progress that some pupils had made in their education and saw how individual and group success generally is rewarded. Each pupil has a points book that goes between the school and boarding house where staff from both disciplines record progress or difficulties experienced by the individual and record points that have been earned. Care and teaching staff attend annual pupil reviews and the Senior Leadership Team includes both academic and care staff team members. In discussion, staff said that they believe that communication throughout the school is generally good. The Head of Care and Principal said that the Senior Leadership Team regularly reviews the effectiveness of communication across the school always looking at ways to improve systems.

The school has devised an Individual Education and Care Plan which is used to record the needs of pupils in all areas of their development, using the

outcomes for children contained in Every Child Matters, as a framework. Each boy has a key worker within the care setting whose responsibility it is to monitor the progress of the work that is identified in the placement plans. Young people said that it is possible to change their keyworker and staff said that this happens after discussion with the boy and the member of staff concerned to look at the reasons for the requested change. Boys who were spoken with during the visit also said that they can talk to their keyworker, but that they also talk to other staff. In replies to questionnaires, all of the boys identified several different members of staff who they would approach. All of the pupils return home at the weekends and staff keep in close contact with parents and families during the week.

A number of pupil files were examined during the site visit. These contained detailed information, evidence of keywork sessions, consultation and regular reviews. There was also evidence of discussions with staff from other agencies such as Youth Offending Teams and Child and Adolescent Mental Health Teams. Records were up to date, clear and easy to follow.

The work that has been done to develop the therapeutic services that are available to young people has been described earlier in this report. There was evidence that boys are referred for these services and receive the individual support and services they need.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17 and 20

Quality in this outcome area is excellent. This judgement has been reached using all the available evidence, including a visit to the school.

Consultation with young people, parents and placing authorities is good. There are detailed placement plans in place and family contact is actively promoted.

EVIDENCE:

In their replies to questionnaires, the majority of boys said that they believe they are generally consulted about life at the school. The school uses a number of ways to make sure that boys are given an opportunity to raise issues. There is a very active school council that meets regularly and one inspector was able to attend a meeting during the site visit. This was a lively and productive meeting. Boys said that they feel able to raise matters there and that they feel they are listened to and that changes have happened as a result of the meetings.

Boys are also consulted about their care in keywork sessions and in formal reviews and are asked to give feedback to staff in written questionnaires. Staff said that they also make sure that parents are kept informed about the boys' progress. Records were made available during the site visit to show the consultation that takes place.

As mentioned earlier in this report, each boy has an individual placement plan recording his needs and how the school will work to meet them. These records are clear and detailed. There was written evidence that these plans are regularly reviewed. Boys said that they understand they have a placement plan and that they are able to read what is written about them or that staff read records to them.

Boarding at the school takes place during the week, term time only. Boys return home at weekends. During the week, they are encouraged to keep in contact with their families and have the use of a private phone. Staff said that parents are encouraged to phone their children, out of class time, and that they feel this is particularly important when a boy first starts to board. During the week, one young person who had recently started as a boarder and who was finding it difficult to settle, asked to ring his family and was given the office phone to use in a private room. Staff said that they believe it is important for boys to feel able to contact their families when they need to and that families are free to visit their children at school. Parents and professionals are invited to open days and other school events and the school is generally very keen to be open to visitors.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

These standards were not assessed on this occasion. No issues were raised at the time of the last inspection in February 2006.

EVIDENCE:

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 31 and 32.

Quality in this outcome area is excellent. This judgement has been reached using all the available evidence including a visit to the school.

The school is well managed by an experienced group of senior staff. Care staff are appropriately qualified and supported and communication across the school is good.

EVIDENCE:

The school's Statement of Purpose is clear and detailed and is regularly reviewed. It is made available to all placing authorities. Pupils and parents are given information about the school in the Pupil Guide and the Working Together booklet. These documents are clearly written.

Staff rotas show that the school is staffed in accordance with the guidance issued by the DfES. There were mixed views from staff about the staffing levels. Some staff said that staffing levels are good, but a small number of staff in their replies to questionnaires, said that they felt that the children would benefit from extra staff on duty on certain shifts. There is always a senior member of the care staff team on duty in addition to the main staff teams. This person sleeps in on site. At the time of the inspection, there were sufficient staff on duty to allow young people to take part in activities and to be properly supervised. In discussion during the site visit, young people said that they always know who will be on shift and who will be sleeping in.

Staff said that the school invests in training and at this inspection, the target for 80% of care staff to hold a qualification at NVQ level 3 or equivalent, had been reached. The Head of Care is also appropriately qualified and experienced and all of those staff who were seen during the visit or who returned questionnaires, confirmed that shifts allow sufficient time for proper handovers, staff meetings and keywork sessions. They said that they feel supported and that formal supervision takes place at regular intervals. Records confirmed this.

There is a clear management structure within the school and tasks are delegated appropriately. A member of the school's governing body is present in the school in most weeks. He undertakes regular monitoring of the records and activities and makes time to meet pupils and staff. He provides detailed reports of these visits with points for action. The Principal reports regularly to the governing body and is himself supported by them. There are good systems in place that ensure that all relevant records are reviewed and action taken as necessary.

The most recent Ofsted inspection report (June 2006) made positive comments about the management and leadership at the school and about the quality of the boarding provision. This particular inspection of boarding has confirmed this view.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

4 Standard Exceeded (Commendable) **3** Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion
 “N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	4
15	x

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	4
5	4
6	4
7	x
8	3
10	4
26	4
27	4

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	x
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	x
11	x
17	4
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	x
21	x
23	x
24	x
25	x

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
18	x
19	x
28	3
29	x
30	x
31	3
32	4
33	x

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

Commission for Social Care Inspection

Aire House
Town Street
Rodley
Leeds
LS13 1HP

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.