



*Making Social Care
Better for People*

inspection report

Residential Special School (not registered as
a Children's Home)

William Henry Smith School

Boothroyd

Brighouse

West Yorkshire

HD6 3JW

15th March 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

William Henry Smith School

Address

Boothroyd, Brighouse, West Yorkshire, HD6 3JW

Tel No:

01484 710123

Fax No:

01484 721658

Email Address:

Name of Governing body, Person or Authority responsible for the school

The Smith Foundation

Name of Head

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

01/12/03

Date of Inspection Visit		15th March 2005	ID Code
Time of Inspection Visit		08:30 am	
Name of CSCI Inspector	1	Monica Hargreaves	137644
Name of CSCI Inspector	2	Cathy Howarth	075382
Name of CSCI Inspector	3	-	
Name of CSCI Inspector	4	-	
Name of Boarding Sector Specialist Inspector (if applicable):		-	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		-	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		-	
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of William Henry Smith School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

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, which has fifteen members.

The school is set in extensive grounds and provides education and accommodation for boys aged between 8 and 16 years old. Its aim is to offer a caring secure and stimulating environment, which 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. They move from there into either the junior or senior boarding houses. The school also offers older boys the opportunity to live for a period of time in a small self contained flat within one of the houses to develop their independence skills.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- The school manages the admission and leaving processes well.
- There is a whole school approach to promoting the development of the boys, educationally and socially.
- The school provides a high level of individual support to pupils.
- Pupils receive care from skilled, conscientious staff who are supported by a strong management team
- There is a good range of activities, both on site and off site. Boys are encouraged to develop their interests.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Records of complaints should all show the contact that has been made with parents
- Fire records should show who was present at evacuations
- The school should consider if bedroom door keys can be made available to individual pupils and should give further consideration to developing a system to allow boys to use the telephone without the permission of staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school has many strengths. There is a strong management team and skilled and conscientious staff who work well to provide a whole school approach to the development of the boys in their care. Parents and pupils are positive about the way in which the school has helped the boys to settle and to be able to pursue their education.

This was a positive inspection. The school has made very good progress in further developing systems, policies and procedures in response to the National Minimum Standards and has incorporated the recommendations made at the last inspection into its current practice.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS3	The school is advised to consider if bedroom door keys can be made available to individual pupils to allow them access to their bedrooms. The school is also advised to give further consideration to developing a system for the use of telephones to allow boys to make phone calls without the permission of staff.
2	RS4	All records of complaints received from boys should show that parents have been contacted. A permanent log of all complaints should be kept in a separate bound and numbered book.
3	RS26	The school should ensure that fire records include the details of who was present at any evacuation. Visual checks of windows should be undertaken to ensure that appropriate restrictors remain in place.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	15/03/05
Time of Inspection	08.30
Duration Of Inspection (hrs.)	21
Number of Inspector Days spent on site	4

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

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"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The school has a clear Statement of Purpose and a prospectus that accurately reflects the service it offers. It contains all the information required by this standard and is made available to all professionals involved with the care of pupils. Parents are given the same information in the parents guide and the school has recently produced a new children's guide to the school. Both the parents' guide and the children's guide are comprehensive and clearly written.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
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Inspectors found evidence throughout the inspection to confirm that the school makes consistent efforts to consult with the boys, their parents and other professionals involved with the care of the boys. There is a school council that meets regularly and that boys who were asked said was a useful meeting. One inspector attended a meeting of the council and minutes of previous meetings were made available during the inspection. Each house has a 'grumble book' that boys use to regularly to record their comments about a variety of issues in the life of the school. The head of care also has an open door on Thursdays every week for council members to raise issues.

Files contained evidence of weekly meetings between keyworkers and boys where the progress made on individual targets is discussed and the views of the boys are recorded. The majority of parents who returned questionnaires felt that they were properly consulted about decisions made about their children and that communication is good.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****3**

Staff are given guidance on issues of privacy and confidentiality and in conversation with inspectors, demonstrated that they are conversant with relevant policies on confidentiality and the sharing of information. Children's records are kept securely.

In conversation with inspectors and in responses to questionnaires, boys said that they felt that staff respected their need for privacy.

The boarding houses offer sufficient space to allow boys to meet privately with parents or other visitors.

Boys are able to spend time in their own bedrooms, but as the doors are locked and they do not have keys, they cannot do so without asking staff permission. In one of the senior houses, there are times when there is only one member of staff on duty. At those times, if that member of staff is busy in one part of the building, boys might have to wait a considerable time before they can get into their rooms. They would also have to wait for a staff member to be available before they can have their room locked again. In discussion with staff, it was pointed out that giving pupils individual keys to their rooms can be problematic, but the school was asked to give further consideration to this matter to see if an acceptable solution can be found.

Telephones are provided in each boarding house, in a small room that affords privacy. Phones are not coin or card operated and there is no cost to pupils. However, pupils are not able to access these telephones without the knowledge of staff, as the doors are kept locked. Staff demonstrated a positive attitude to allowing pupils the use of phones and were clear that phone calls would be monitored in a discreet way. Inspectors advised however, that further consideration be given to developing a system that would allow boys to make phone calls without the permission of staff.

See advisory recommendation no. 1

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

3

There is a complaints policy in place and parents and children are given information about the procedure to follow. Pupils who returned their questionnaires stated that they felt their concerns and complaints were listened to and parents said that they had been given information about the complaints procedures in place in the school.

Inspectors tracked a recent complaint from a pupil and found that the documentation was incomplete. The narrative clearly identified that the complainant was unhappy with the outcome but did not show how this might have been addressed. Inspectors also advised that the process could be improved by the inclusion on documentation of any comments received from parents, and whether they were happy with the outcome of any complaint. Complaints are recorded on individual sheets. Inspectors advised that a permanent log showing the numbers of complaints be kept in separate bound and numbered book.

See advisory recommendation no. 2

Number of complaints about care at the school recorded over last 12 months:

10

Number of above complaints substantiated:

0

Number of complaints received by CSCI about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

The school has a policy on child protection and clear procedural guidelines. These are consistent with the local policies and procedures agreed by the Area Child Protection Committee. All staff undertake training in child protection issues that is relevant to their role within the school.

The school nurse is the named individual in relation to child protection issues. There was evidence that the school have worked hard to develop good links with the local social services child protection team.

In conversation with inspectors, staff throughout the school demonstrated that they are conversant with the school's child protection procedures.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

1

Standard 6 (6.1 - 6.5)
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school takes a proactive approach to the subject of bullying. Pupils are made aware that bullying will not be tolerated within the school and there are posters available throughout the school advising boys about their rights and responsibilities and encouraging them to report concerns to staff.

The bullying policy describes the support to be given to both the victim and perpetrator and inspectors were satisfied that staff would be vigilant and would deal with any reports of bullying effectively. Inspectors observed staff intervening quickly in situations where pupils have history of bullying behaviours.

Percentage of pupils reporting never or hardly ever being bullied	50	%
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Standard 7 (7.1 - 7.7)
 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.

Key Findings and Evidence	Standard met?	3
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The school has an efficient system in place for notifying the Commission of events listed in Standard 7.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

- | | |
|--|---|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>Since the last inspection, the school has taken steps to improve the number of times that pupils are absent without consent. The procedures are clear and staff understand the actions expected of them. The procedures for reporting boys as missing have been agreed with the local police. There was evidence on file that incidents are dealt with appropriately and that boys are properly supported. Files also contained evidence that assessments are undertaken on individual boys in relating to the risk of absconding and appropriate measures for reducing the risk are identified.</p> <p>A member of the senior management team monitors the instances of absence within the school.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		136

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
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Staff are given training and guidance on the positive care and control of pupils, to support them in their work. The school sets clear expectations for behaviour and inspectors observed that these are reinforced in a supportive way and that relationships between staff and pupils are positive.

The school has incentive schemes that include financial rewards and recognise the progress that boys make. Systems in use within the school emphasise the importance of recording all positive behaviour as well as negative. The achievement of individual boys is recognised publicly in the assemblies that take place during the week.

In responses to questionnaires, many parents praised the way staff work with the boys. In their questionnaires, the majority of pupils said that the majority of staff were fair. Inspectors observed good relationships between boys and staff both in education and in the houses.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence

Standard met?

3

As detailed in the previous standard, the school has clear expectations about the behaviour of its pupils. These are detailed in the pupil guide and are reinforced throughout the life of the school. Inspectors saw evidence of behaviour management plans for individual boys. There are clear policies and procedures for staff on the control, disciplinary and physical intervention measures which may be used at the school. All staff in the care and teaching teams have Team Teach training that emphasises the use of de-escalation and diffusion techniques and that details methods of restraint that may be used. A number of pupils in their responses to questionnaires said that they had been the subject of physical restraint. Some said that they had been hurt in restraints, but also said that they felt that restraints were used as a last resort and that they were a reasonable method of control.

Detailed records of all episodes of physical intervention are made. The school also has systems to monitor these closely, preparing statistical breakdowns on a termly basis of who has been restrained, where and who was involved. These statistics are shown as graphs and indicate where further efforts may be required to see whether any emerging patterns require further investigation. This is commendable and demonstrates that the school is not complacent about the use of restraint.

Inspectors noted that some improvements in recording are required to ensure all the necessary steps are taken in relation to each incident.

Any sanctions used within the school are clearly known to all pupils and are thought to be fair. Records of these were seen during the inspection.

Records of sanctions and physical interventions are monitored by a member of the senior management team and also by the Chair of the governing body during visits made under Standard 33.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- **Children experience planned and sensitively handled admission and leaving processes.**
- **The school's residential provision actively supports children's educational progress at the school.**
- **Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.**
- **Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.**
- **Children are provided with healthy, nutritious meals that meet their dietary needs.**
- **Children 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.**

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

4

The admissions and leaving processes are well managed. Parents and pupils visit the school prior to admission and full information is obtained about the prospective pupil for discussion at the Admissions Panel.

Since the last inspection, the school has turned one of the boarding houses into an admissions house. All pupils are admitted here for a period of introduction and assessment before moving into either the junior or senior boarding house. Initially they have lessons in a small class held within the house for part of the day to help them to settle into the routines of the school. They also have a 'nurture group' as part of the school day and are allocated a 'buddy' to further help them to settle in. The admissions house has a senior pupil living in who acts as a role model. This pupil spoke to the inspector and said that he enjoyed his role within the house. Pupils who had only just joined the school said that they felt that they had been helped to settle in.

Staff working within the admissions house are sensitive to the needs of new boys and of the possibility that they may be homesick and monitor the boys closely, encouraging them to contact home regularly.

In questionnaire responses, parents commented that staff always make them feel welcome. The parent of a new boy spoke enthusiastically about how the school helps pupils to settle in.

Throughout their stay at the school, boys are encouraged to develop their independence skills. Transition planning meetings are held at the appropriate time and plans put in place. All boys are able to have periods of work experience and the school has also developed a self contained flat in one of the senior boarding houses. This accommodates two boys at a time and all boys spend up to eight weeks in this flat. They are able to budget, shop and cook and, with staff supervision and support, are responsible for the cleaning and upkeep of the flat. The boy who is currently occupying the flat was very positive about the experience and felt that he had grown through it.

The school has plans to develop this further in one of the other houses.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

4

This is one of the strengths of the school. There was evidence of good systems in place to facilitate communication between the teaching and care staff. There are daily handover sessions and keyworkers have regular meetings with class teachers to discuss the progress of pupils. Care staff demonstrated a positive attitude to the education of pupils. In conversation with inspectors all staff were found to have a knowledge of the progress of the boys and were observed to be very encouraging about the development of the boys within class. Care staff are also able to support pupils in the class room.

The whole school is involved in the achievement and awards scheme and care and teaching staff work together in identifying means of encouraging pupils' personal, social and education development and achievement, for example in achieving the ASDAN awards.

The introduction of the independence flat, described in the previous standard, is good practice.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

Pupils are encouraged to develop their interests and skills whilst at school. A range of activities is available to pupils, both on and off site. All activities off site are supervised by appropriately qualified staff and boys earn points to enable them to take part in some activities off site. Pupils were particularly enthusiastic about the camps that houses take part in during the summer months and also about the trampolining sessions that take place at lunchtimes. Inspectors observed boys taking part in the weekly football session with a group of boys from the local community. A pool tournament was underway at the time of the inspection and a group of boys was out at the cinema. Pupils are also able to take part in games and activities within individual houses and there are books, board games, TVs and age appropriate DVDs available. Pupils are able to have some free time in the evenings although the majority of boys said that they liked to take part in as many activities as they could. At the school council some senior boys were requesting more structured activities before tea, such as football or other games.

Inspectors were advised pupils are encouraged to pursue particular interests and talents they may have outside the school. One pupil is in a rugby team and attends training sessions during the week.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

3

Pupil files that were examined during the inspection contained medical histories and health plans. The school has a policy on promoting the health of children in the school that is implemented in practice. Pupils are registered with a local GP and routine appointments with dentists and opticians are arranged.

There are a number of staff who are qualified in first aid and appropriately trained staff are available on each shift. All medication is held within houses in locked facilities and appropriate records are maintained. There is a qualified school nurse who works on site, and who is fully involved in the health care needs of all the boys. She is also the designated person for child protection within the school. Appropriate records are maintained about accidents, injuries and illnesses to children.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

A sample of the menus of previous weeks was made available to inspectors. Boys are given the planned menus on Mondays to allow them to make choices for the week. The menus that were seen demonstrated that the food provided is varied and nutritious. Pupils eat all their meals, in their boarding houses, with the care staff who are on duty. Teaching staff are also invited to eat with the pupils. Dining rooms are spacious, bright and clean. Inspectors were able to have a number of meals with pupils. Staff were seen to encourage young people to behave appropriately and to try the food on offer. Inspectors were made aware that alternatives can be made available for any boys who do not like the main course provided. Fruit is available in each house and is also available within school at break times.

There are no outstanding issues from the last environmental health report, in fact the kitchen staff were commended for the cleanliness of their kitchen. .

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

School uniform and leisure clothes are provided by the school. Boys wear school uniform during the school day and change after school. Pupils arrive at the school in their own clothes and store it for their return home at the weekend. As part of the incentive scheme, boys are allowed to wear their own clothes if they are attending activities out of school. Pupils provide their own toiletries.

Boys are encouraged not to bring their own money into school, but can earn money through the reward schemes.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

3

The school maintains full records on pupils that demonstrate an assessment of the needs of the individual boys and how these are being met. Files were found to contain weekly review sheets, completed by keyworkers with the boys, showing how they are achieving their individual targets. Files also contain details of Individual Education Plans and health plans. Individual medication records are also held.

Since the last inspection, the school has developed a placement plan document that pulls together the information detailed above and that meets the requirements of this standard.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

3

A sample of case files was seen. These files contain the information required in this standard. At this inspection, files were found to be kept in locked cabinets, in offices that are also locked when there are no staff in them.

Young people were aware that they could read their files, but few have chosen to do so.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

Since the last inspection, the school has further developed its systems for recording information and files that were examined contained records as required by this standard. There are records of all staff working at the school and records of all pupils. Each member of staff employed at the school has a personnel file. Copies of menus are kept and accident logs are maintained. Duty rotas were examined. These contain the names of staff on shift, both day and night. Pupils told inspectors that they are aware of who is going to be caring for them at a particular time of day and which member of staff would be sleeping in at night.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

3

The majority of children who attend the school are in the care of their parents and board for four nights a week, returning home at the weekends. Some children board for an occasional weekend, but no child boards for the full term. Boys are encouraged to maintain contact with their families and carers during the week and staff clearly understand the importance of family contact for the boys in their care.

Staff work hard to maintain a good level of contact with families and carers, telephoning them when boys return to school after the week end and ensuring that parents are kept fully informed about the progress of the boys. The overwhelming majority of parents who returned questionnaires, commented that staff at the school are welcoming and supportive.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

3

When boys are leaving care, the school is fully involved in the pathway planning process. All boys are encouraged to develop their independence living skills throughout their time at the school. As discussed earlier in this report, the self contained flat in one of the senior houses, gives boys who are about to leave school, the opportunity to further develop their skills. Appropriate transition plans are also in place for those boys who are nearing the school leaving age.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

4

Inspectors formed the view that this is an area of strength within the school. All boys have an identified key worker, but are encouraged to approach all staff for support. Pupils said that they felt the key working staff knew them well and boys spoke positively about the staff caring for them. Staff are particularly sensitive about the issue of homesickness and demonstrated an understanding of which boys might not fit in with their peer group and how to ensure that boys are not isolated. Staff showed insight into the emotional impact on some boys of having to adapt and fit into the school, sometimes having not been in education for several years. They were observed to support boys in a sensitive way.

Parents who returned questionnaires were very positive about how the school has worked with individual boys. Comments included 'my son ... hated schools before. Now he is getting an education and his behaviour is very good, even at home' and 'it has changed my son'. One parent said that 'the opportunities that are created for individuals' was the best thing about the school.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school's premises are in keeping with its statement of purpose. It is set in a semi rural area, but with good access to local towns and amenities.

There are CCTV cameras around the outside of the property and cameras on corridors in houses that are used to monitor the communal areas. Cameras are not used in bedrooms, bathrooms or other areas that require privacy.

There are no outstanding requirements or recommendations from building control, the fire service or the planning authority.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence	Standard met?	3
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The accommodation throughout the school is maintained in a good state of structural and decorative repair. Any urgent repairs are attended to promptly by the maintenance personnel employed by the school. The Premises Manager ensures that the buildings are regularly checked for any repairs that are required and staff report urgent matters to him for attention. The heating lighting and ventilation of all parts of the boarding accommodation is good.

Boys have the benefit of single bedrooms and there was evidence that boys are able to personalise their rooms. Staff have separate facilities.

There were two communal rooms within two of the boarding houses that were in need of redecoration and refurbishment and inspectors were told that these matters were in hand.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

3

There are sufficient bathrooms, toilets and showers in the five boarding houses to meet the needs of the boys. These are in good decorative order and are lockable to provide privacy. There are separate facilities provided for staff and visitors. Water temperatures throughout are regulated. Inspectors were told by boys that at peak times there was insufficient hot water, in some houses, although boys did say that they did not have to queue for baths or showers.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

2

Gas and electrical installations are checked regularly and fire equipment is also routinely inspected. Records of checks were made available for the inspection. The school employs the services of a health and safety consultant who undertakes an annual assessment of the buildings and reports on issues. Risk assessments on activities are routinely carried out. Inspectors saw assessments of risk on the files of individual boys, in relation to such issues as absconding or other behaviours that might put the boy or others at risk. A member of the senior management regularly reviews risk assessments.

The school employs maintenance and premises staff to ensure that the fabric of the building is kept in good condition and that any hazards are dealt with promptly. During the inspection, a small number of windows were found to be without appropriate restrictors. Inspectors were made aware that all windows are fitted with restrictors, but that from time to time these are removed by the boys. The Head of Care was advised about the windows and remedial action was taken. Inspectors were told that a programme of window replacement has begun which will be continued in the spring and summer school holidays.

Fire bells are tested regularly and staff and pupils were found to be familiar with the fire evacuation procedure. As was noted in the previous inspection, the fire alarms go off fairly frequently, often when they have been activated by one of the pupils. Records showed that on these occasions, the buildings have been evacuated. In addition a fire drill has been conducted recently. Inspectors were informed that roll calls are taken by staff at various assembly points in the school grounds. There were no records to show who had responded to the alarms. The school was advised that records of fire evacuation drills or responses to false alarm calls should show who was present at the evacuation.

See advisory recommendation no. 3

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

3

The school has a recruitment and selection policy and procedures that are followed in practice. All the checks required by 27.2 are completed and no appointment is made until there is a satisfactory outcome. Since the last inspection the school has developed a system to ensure that the original Criminal Records Bureau disclosure certificates of agency staff are examined. A record of these is kept.

Total number of care staff:

21

Number of care staff who left in last 12 months:

6

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence

Standard met?

3

At the time of this inspection, staffing levels were found to be satisfactory to meet the needs of the pupils placed at the school. The school is staffed in accordance with guidance produced by DfES circular 11/90. Since the last inspection, the school has developed a clear system for identifying those pupils who need one to one support, both in class and in the boarding environment. After negotiation with placing authorities, additional staff are engaged to provide this support. There is at least one adult in charge of each identifiable group of pupils within or outside the school. There is a care team manager on duty each evening and a senior member of staff on call.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

Staff told inspectors that there is a positive commitment to staff training within the organisation. There is also a thorough induction process for new staff and induction training includes child protection and behaviour management training. Staff training addresses the issues detailed in Appendix 2 of these standards and a training schedule for the year was made available to inspectors.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?**

3

Inspectors were told by staff and managers that supervision takes place at the required intervals. Staff confirmed that supervision sessions address the issues they need to raise and that training needs are also covered. There is an annual appraisal of performance that is documented and targets are set for the coming year. Staff are provided with a handbook that contains written guidance on procedures and policies. Inspectors were advised by staff that they have job descriptions that reflect the work they do. Staff meetings take place regularly, for both care and education staff. A full team meeting takes place termly. The senior management team meet very regularly and the senior care team meet weekly to discuss any issues that have arisen.

The Principal has annual performance appraisals that are undertaken by an external body. There are clear lines of accountability from the governing body through to staff.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The Head of Care is appropriately experienced and qualified. Senior staff and those leading shifts have experience and expertise in working with pupils with emotional and behavioural difficulties. As indicated earlier in this report, the organisation has a commitment to staff training and a number of staff have obtained an NVQ in caring for children at level 3. Other staff are currently working for this qualification. Some staff have obtained an NVQ at Level 4.

Staff rotas were examined. There is sufficient time allocated for staff to complete records and to work with individual children. There is also time for staff to work towards NVQ qualifications.

Full information about the school is given to parents, in a specific handbook.

Inspectors formed the view that this is an efficiently run school, that staff are clear about their roles and responsibilities and that the routines work effectively.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

78 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

3

Inspectors found no evidence that the school is in financial difficulties, although financial records were not examined during the inspection. However, there are plans for development within the school and there was no evident lack of investment in the buildings or provision of service.

The school has now developed systems to ensure that all those records referred to in 32.2 are monitored by members of the senior management team at the required intervals.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

3

The Chair of the governing body carries out visits to the school every half term, as required by the standard. Reports of these visits were made available. All visits are unannounced and include checks on records, assessment of the buildings and discussion with any boy or member of staff who wishes to meet him. The Chair of the governors is in the school at least two days per week and is a familiar figure to staff and boys.

Reports of inspections made by the Commission are made available as required by this standard. Staff confirmed that have had access to such reports.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

N/a

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 15 March 2005 of William Henry Smith School and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

NO

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other:

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of William Henry Smith School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I _____ of William Henry Smith School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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