



*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

Announced Inspection
21st February 2006 09:00

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

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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 Head	Mr B J Heneghan
Name of Head of Care	Mrs Sue Ackroyd
Age range of residential pupils	8 to 16 years
Date of last welfare inspection	15 th March 2005.

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. Its 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.

This inspection was planned and was carried out by two inspectors over two days. Before the inspection, the Principal and the Head of Care completed questionnaires and submitted a range of information. Questionnaires were also sent out to parents, pupils and staff. A number of replies were received, information from which has been used to inform this report. During the inspection itself, discussions were held with a number of care staff, with the Head of Care, the Principal, the School Nurse (who is also the Child Protection Manager) and with the Head of Support Services. Pupils were spoken with at various times throughout the inspection and inspectors were also able to observe their interactions with staff and the routine of the day and the evening activities.

All of the staff at the school were keen to talk about their work and to make records available and inspectors were able to have full access to pupils and staff throughout the inspection.

What the school does well:

The school is good at making sure that pupils are protected from abuse and bullying and that their complaints are properly dealt with.

Staff throughout the school make sure that achievements are rewarded and that pupils are encouraged to develop a sense of respect for themselves and for other people. Pupils feel that staff are generally fair and many spoke positively about individual members of staff.

There are good links between different staff groups across the school. Care and teaching staff make sure that information on pupils is exchanged regularly to help them to be consistent in their approach to the boys and the school nurse makes a point of making an informal visit each day to every boarding house to see pupils and staff. The school nurse also makes sure that medical information is detailed and that these records are kept up to date.

Parents are very positive about the opportunities that are offered to their children and about the care they are given at the school.

Pupils and parents spoke highly about the number of activities that are available.

What has improved since the last inspection?

There have been changes to the recording systems, fire evacuation drills and pupil complaints.

What they could do better:

The school uses various mechanisms such as staff supervision, team meetings and questionnaires to make sure that pupils are cared for safely and helped to realise their full potential educationally and emotionally. Inspectors were told that it will continue to use these systems to make sure that its services are maintained to the current high standard.

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

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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 and 15.

The pupils' health needs are well catered for and they are provided with a range of healthy nutritious food.

EVIDENCE:

The school employs a qualified and experienced nurse who makes sure that full medical information on each pupil is received by the school and that specialist services are sought as required by individual pupils. She works closely with care staff and visits every boarding house at the start of the day to check if there are any problems. She confirmed that she is able to accompany pupils to health appointments, although care staff also undertake this responsibility. Pupils were observed to have a positive and friendly relationship with her and she demonstrated a good knowledge of their needs. The School Nurse has overall responsibility for logging in medication and for monitoring the records that staff keep in individual boarding houses.

Pupil files that were examined contained health plans and relevant details of medical histories. Medication records were up to date. The written permission of parents for the administration of medication and first aid is sought when the pupil is admitted to the school. A record is kept of all significant illnesses, accidents and injuries to children.

Staff said that they undertake training in First Aid at an early stage in their appointment to work at the school and have refresher training at appropriate intervals. Training records confirm this. In discussion, staff demonstrated that they deal personal matters such as hygiene or bedwetting in a sensitive manner. Pupils said that staff respect their privacy.

Pupils eat their meals in their individual boarding houses. All non resident pupils are part of house groups. Dining rooms are spacious, bright and clean. Inspectors were able to eat a number of meals with pupils in the course of the inspection. Staff were observed to encourage pupils to treat meal times as social occasions and to try the food on offer. They said that alternatives can

be made available for any pupils who do not like the main course. The food provided is varied and nutritious, fruit is readily available and boys are encouraged to eat a range of food with an emphasis on healthy eating. In their responses to questionnaires, the majority of boys said that the food is usually good or very good, although one or two said that they thought the food was not always very well cooked. One or two of the boys also felt that they should have more chips and burgers, which they are able to have occasionally, as part of an overall healthy eating plan. Pupils said that they are able to talk about the food they would like to have during the school council meetings.

Boys in the senior group are able to spend some weeks in the small flat that is part of one of the senior boarding houses. Here they are able to learn to budget, shop and cook their own meals, with staff support and supervision. It was clear from discussions with pupils that they enjoy the feeling of independence this gives them and that they like the chance they have to develop their skills.

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.

Pupils are kept safe at school and are protected from abuse and bullying. They are helped to develop appropriate behaviour.

EVIDENCE:

The school makes it clear that it will not tolerate bullying and pupils are encouraged to talk to staff if they have any concerns. In conversations with staff it was clear that they are not complacent about the possibility of bullying within the school and that they are clear about the need to protect pupils. They use questionnaires with the boys to help them to report things in a confidential way and they said that they make sure that they monitor pupils appropriately to help to reduce the risk of bullying. In their replies to questionnaires for the inspection, the majority of pupils said that they are hardly, if ever, bullied and that they think that staff deal with any incidents of

bullying properly. A number of parents who responded to questionnaires also said that they think that bullying is properly dealt with by the school.

All staff undertake training in child protection at an early stage in their employment at the school. In discussion, they demonstrated that they understand their responsibilities in relation to the protection of the pupils at the school. The School Nurse is the child protection Manager. She has attended relevant training and maintains links with local child protection agencies. The Head of Care is very experienced and clear about her role in reporting any incident of concern. Appropriate notifications are made to all relevant agencies. The Head of Care outlined one recent incident of concern and described the actions she and the school had taken. These were appropriate and had been fully documented.

The school has appropriate policies and procedures regarding confidentiality and pupils said that they think staff respect their privacy. They are able to make and receive telephone calls in private and staff knock on doors before entering their bedrooms. Pupil information is properly stored in secure facilities.

The Head of Support Services has developed thorough systems for the vetting of any employees at the school. She attends appropriate training to make sure that the school's knowledge of employment law and practice is kept up to date. All CRB checks are renewed every two years and she has been proactive in seeking clarification from placing authorities that any taxi drivers they use to carry pupils to and from school have been properly vetted. She has also made checks on those individual contractors that the school uses regularly, although the majority of work carried out at the school by outside contractors is done during school holidays. The Head of Support Services also has responsibility for keeping records of the required fire and health and safety checks that have been done by the designated people throughout the school. Records were examined during the inspection. These were thorough.

There is a behaviour management policy in place that includes guidance for staff on the restraint of pupils. All staff are properly trained and attend for regular refresher training. Records are made of any episode of restraint that takes place. Staff said that they have found the training helpful as it has taught them relevant techniques to manage challenging behaviour and to resolve difficult situations.

The school's philosophy is to stress the rewards that pupils can achieve for all the progress they make, both in and out of the class room. Pupils can earn points throughout the day for managing their behaviour in the class setting or in the boarding house. They are rewarded for their achievements in education and can work towards levels for achievements - bronze, silver and gold awards - throughout their time at the school. Each pupil has a book that goes between the boarding house and the class to record their progress during the day and

any difficulties they have had. The boys spoke positively about the awards and were clear about how they should manage their behaviour and their class work in order to achieve them. Certificates for progress are given out each week during one of the regular assemblies.

The welfare of pupils who are absent without authority from school is monitored in line with the policy that has been agreed between the local authority and the police authority. . Staff were clear about the requirements of this procedure and unauthorised absences are properly recorded. Assessments are also in place on pupil files that identify the specific risk that the pupil might be at if he were to go missing. Staff said that they work hard to monitor and supervise the pupils to make sure that they know their whereabouts. Out of school time pupils are required to let staff know where they are in the school or grounds. There was evidence that the school provides a good range of activities to keep the boys occupied.

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):

13 and 22.

Pupils are able to receive individual support when they need it and are also able to take part in a range of activities both on and off site

EVIDENCE:

Each pupil has an Individual Education and Care Plan that records his needs and shows how these will be met. Boys have a key worker whose role it is to make sure that these plans are progressed. There was evidence on files of the key work sessions that take place and staff spoken with demonstrated that they have a good knowledge of the pupils in their care. In their responses to questionnaires, parents spoke highly about the individual support that their sons have been given by staff at the school. Pupils who spoke to inspectors said that they can approach any member of staff for support. There was also evidence on files that specialist services are sought for boys when it is required.

The school offers a good range of activities that boys can take part in both on and off site. There is an all weather pitch where boys can play sports such as football and tennis and pupils were observed taking part in five a side football matches in the indoor sports hall and using the weight training equipment in the gym. A number of boys also went out swimming and to a local karate club. Various activities such as pool, board games and computer games are also made available within houses and boys have access to television, dvds and books. All of the pupils spoken with and who replied to questionnaires, were very enthusiastic about the range of activities that they can take part in. Some pupils said that activities are the best thing about the school. Parents also made positive comments about the activities that are available to their children at the school.

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):

9 and 17

Relationships between staff and pupils are good. Pupils have their needs assessed and plans put in place to show these will be met.

EVIDENCE:

Individual Education and Care plans are drawn up for each pupil on admission to the school that describe their needs and show how these will be met. Health plans are also in place. Files show that keywork sessions take place and that pupil progress is regularly reviewed.

A number of pupils spoke positively about their individual keyworkers, saying that they are helpful and generally feel they are fair. Staff explained that pupils can request a change of keyworker and that any such request is carefully considered.

During the two days of the inspection, observations were made of the relationships between staff and pupils. These were seen to be good. Staff encourage pupils to treat each other with respect and aim to provide positive role models. They were seen to be firm and fair in their interactions with the boys. Care staff said that they receive training in the positive care and control of pupils and that they feel this training has been helpful in their work. There was evidence throughout the inspection of the ways in which the pupils' individual achievements are rewarded.

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):

21, 23 and 24.

The school is maintained in a good state of repair and provides pupils with spacious accommodation and good recreational facilities. Pupils are helped to prepare for future independent living.

EVIDENCE:

The school is in a semi rural area with good access to local towns and amenities. There are CCTV cameras in place around the outside of the property to make sure that the school is kept safe. There are also cameras on corridors in boarding houses to make sure that pupils are safe at night. These are used to monitor communal areas only. There are no cameras in bedrooms, bathrooms or other areas that require privacy.

The accommodation provided for the pupils is maintained in a good state of structural and decorative repair. Staff said that they encourage pupils to respect the property around them and that they feel pupils generally are keen to help to help to look after the houses. Any repairs that are necessary, are attended to promptly. Pupils spoke with a sense of pride about their boarding houses and were keen to show their bedrooms, which they said they can personalise. Staff have separate facilities. Each boarding house has a dining room and good sized communal rooms that provide comfortable, homely spaces for the pupils to relax in, watch TV or play games.

Staff said that boys are encouraged to develop their skills throughout their time at the school in preparation for future independence. There is a small flat in one of the senior boarding houses where pupils can live for a few weeks at a time and with staff support help to prepare themselves for independent living. Pupils were keen to show their culinary skills and spoke enthusiastically about the time they are able to spend in the flat.

When pupils are leaving care, the school is fully involved in the pathway planning process. Appropriate transition plans are also in place for those pupils who are nearing the school leaving age.

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):

18, 28, 29, 30 and 31.

Pupils are looked after by staff who receive training that is relevant to their work and who are supported and managed by a team of experienced, qualified managers. Their overall progress within the school is monitored and reviewed at regular intervals.

EVIDENCE:

There was evidence that the school has a commitment to staff training and development. In their responses to questionnaires and in discussions, staff said that training opportunities at the school are good and that supervision is regular. There is a detailed induction process. Staff said that they feel well supported by the management team. Records of staff training and induction programmes were made available to inspectors before the inspection and supervision records were seen during the time spent at the school.

The Head of Care is experienced and appropriately qualified and there is an expectation that all care staff will register for and obtain a National Vocational Qualification (NVQ) at level 3 in Caring for Children and Young People. The majority of the current staff team have completed this qualification and others are registered on it. In addition, a number of staff are registered for the NVQ 4 award. Staff said that there is sufficient time to allow them to have keywork with individual pupils and for the completion of appropriate paper work. Team meetings are regular.

The school is staffed in accordance with guidance from the DfES, although a number of the care staff team said that they think pupils would benefit from extra staff on some shifts. There was no evidence that the safety and well being of pupils is compromised by the current staffing levels and the Head of Care confirmed that any pupil who is assessed as needing one to support is provided with that support, after negotiation with the placing authority. There is at least one adult in charge of each identifiable group of pupils within or outside of the school. There is a Care Team Manager on duty each evening and a senior member of staff on call.

Detailed information on each pupil is kept in a main file that is stored centrally and on individual files held in the boarding houses. A number of files were examined during the inspection. These were up to date and contained all the required information apart from the ethnic origin of pupils which has to be recorded on the basic information sheet that is held at the front of each file. Pupils said that they understand they can read the information that is kept about them, although they do not often choose to do so.

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	3
15	3

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	x
21	3
23	3
24	3
25	x

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

Are there any outstanding recommendations from the last inspection?

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

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