

William Henry Smith School

William Henry Smith School, Boothroyd Lane, BRIGHOUSE, West Yorkshire, HD6 3JW

Inspection dates	20/03/2013 to 22/03/2013	
Overall effectiveness	Outstanding	1
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Outstanding	1
Leadership and management of the residential provision	Outstanding	1

Summary of key findings

The residential provision is outstanding because

- Pupils develop excellent relationships with staff and each other as a result of their residential experience. They show empathy for others, accepting individuals needs and offering support.
- Residential pupils actively enjoy the boarding experience and develop a range of skills as a direct result of the care they receive. The quality of care is excellent and is highly focused on supporting pupils to achieve maximum outcomes in line with their abilities.
- Residential pupils thrive and become confident in social situations by taking part, alongside other pupils, in the new and exciting opportunities presented. A wide range of enriching activities enables them to learn about new interests and attain positive achievements.
- Senior staff at the school are experienced and have an accurate and insightful view of progress. They are always looking to drive the quality of the provision forward.
- Safeguarding is seen as a priority in this school. Staff promote pupil welfare through robust and effective systems. There are excellent relationships with external agencies. Residential pupils say they feel safe in the school and residential environment.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

The inspection of the residential provision took place within four hours of notice given to the school. The inspection activities included discussions with: pupils, some of the residential care staff, the headteacher, learning mentor manager, teaching staff, ancillary staff and other professionals associated with the school, including an external monitoring visitor, the school nurse and a therapy worker. The inspection also included a tour of all of the residential premises and observations of meal-times, activities and residential routines. Information was gathered from the school's records, policies and self-evaluation.

Inspection team

Malcolm Stannard

Lead social care inspector

Full report

Information about this school

The school is a non-maintained special school for pupils with emotional and behavioural difficulties, and offers education and accommodation to boys aged between 8 years and 16 years. Accommodation is provided in dedicated residential houses. On the ground floor of each house there is a communal lounge, dining room, kitchen and staff office, with pupil bedrooms on the first floor. Each pupil has his own bedroom with shared bathroom and shower facilities.

The school is set in several acres of grounds and has 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 with good transport links and access to a local town.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential pupils at this school are outstanding. Pupils at the school establish excellent relationships with their peers and offer support to and respect each other. They thrive personally and socially by being an integral part of the school community. Residential pupils say that they enjoy boarding and are able to describe how they have progressed while at the school. One pupil stated 'The school has helped me with my behaviour, I would be locked up now if I was not here.' Residential pupils demonstrate outstanding personal growth and development from their starting points on admission to the school.

Pupils take an active role in understanding how to look after themselves and the benefits of following a healthy lifestyle. Some of the young people also complete a first aid course at the school which means they are able to learn skills to help others if needed. Pupils are able to access a range of healthcare provision and their identified needs are met.

Behaviour displayed by pupils is exemplary and evidence is available of outstanding improvement being made by some pupils in relation to their behavioural difficulties. Their conduct while moving around the school site is responsible and they display a pride in their school. Observations of a school fair held during the inspection, demonstrated that pupils have confidence and social awareness when dealing with parents and other visitors. Residential pupils display an honesty about their previous behaviour problems and how they feel they have improved.

Residential pupils enthusiastically take part in the wide range of activities and enrichment experiences on offer. They benefit from learning about and undertaking new interests both on the school site and within the local community.

Residential pupils are able to make a significant contribution to the school's development. They are able to make suggestions and choices on a daily basis as well as being represented on the school council. Pupils have been able to make suggestions about the menus and how the residential houses operate. These opportunities mean that pupils views are valued and listened to.

Residential pupils benefit from being able to take on responsibility within the school. There are a range of jobs which they are able to undertake which support the whole school community. A job application system is in operation which entails pupils completing forms and interviews for jobs they express an interest in. Additionally, older pupils are able to experience voluntary work within the local community and receive careers advice. Residential pupils are well prepared for the next stage of their life, working on a formal independence package and engaging in the domestic tasks required to be undertaken in the boarding houses. The package is currently under review to ensure it targets areas of work required on an individual basis.

Quality of residential provision and care

Outstanding

The quality of residential provision and care is outstanding. Excellent arrangements are in place to support pupils' personal and academic progress. Changes made to the management and operational structure have enabled an effective working partnership between education and residential staff. This means that there is a seamless link between academic and pastoral care with identified learning mentor groups of staff working with pupils across all disciplines.

There are highly positive, respectful and appropriate relationships between staff and residential pupils. Mutual trust and honesty is apparent when observing pupils in conversation with staff. The managers and staff at the school have embraced the use of a range of therapies such as

music, drama and art. This has enabled pupils to express themselves in differing ways. The experiences available are promoted to pupils by staff. A balanced structure is in use which ensures that boundaries continue to be reinforced and expectations of pupils' behaviour remain high.

There is an exceptional recognition and celebration of residential pupils' achievements by all at the school. Presentations and displays of work are arranged for almost all attainment by pupils and local newspapers are informed in order that the achievement can be widely celebrated. Positive actions and behaviours are continually praised and instantly acknowledged. This helps to build individual's self-esteem and confidence. Staff are proactive and imaginative in finding ways to support and encourage residential pupils' progress across all areas of their life at the school.

High quality activities and enrichment experiences are available to all residential pupils. Participation in the activities enables them to increase their feelings of self-worth and value. Significant achievements are made by pupils when undertaking activities such as hill walking, rock climbing and sailing. A wheelchair rugby course undertaken in conjunction with an external provider enables pupils to consider diversity issues.

Residential pupils are involved in the formation of their plans of care which are highly individualised. The plans are effectively implemented and reviewed regularly to ensure their appropriateness. A team of staff from across the school are identified to provide direct support and learning opportunities to pupils on an individual basis. Residential staff have well-defined professional roles and there is clarity of the work to be carried out. The detailed information contained in the plans enables them to work to ensure beneficial impact on the outcomes for residential pupils.

There are highly effective arrangements in place to encourage and enable pupils to maintain contact with families. Parents and carers are encouraged to play an active and inclusive role in the pupils life at the school. Work is also undertaken to support residential pupils and their families by undertaking outreach intervention within the family home and offering extended weekend stays for some pupils. This means that the progress achieved by residential pupils at the school can be replicated at home.

Residential pupils' safety

Outstanding

The residential pupils' safety is outstanding. The welfare of pupils is integral to all practice at the school. Residential pupils say that they feel very safe and receive information on safeguarding in the pupils induction booklet. The school's safeguarding and child protection policies and procedures are well-established and consistently implemented in practice. Pupils are given guidance by staff on how to protect their own and others safety including when travelling in school vehicles or using kitchen equipment. This enables them to make safe decisions. All staff are trained in child protection practice and policy.

Residential pupils say that bullying is not an issue for them. One pupil said: 'Staff here take bullying very seriously, it is dealt with really quickly.' All incidents are monitored and recorded so that any patterns or triggers can be identified. Excellent inclusion of pupils is undertaken to raise their awareness of bullying, including cyber-bullying, and how this impacts on the victims.

Staff are proactive and skilled in managing pupils' behaviour. They act as role models and promote the display of socially acceptable behaviour by constantly praising good behaviour by pupils. An established incentive scheme operates which is understood by the pupils and provides motivation for them. Staff initiate routines and boundaries that help pupils to feel safe. A trustee of the school stated that they 'were impressed with pupils grasp of how rewards needed to be individual and relevant to each pupil.'

While the need for staff to physically intervene has been consistently rare at the school, there has been a recent further decrease in the use of physical intervention. It is used minimally and only ever as last resort. The implementation of proactive behaviour management strategies and the increased use of diffusion and diversion techniques has seen a positive response from residential pupils. Sanctions are used sparingly and proportionally. There is an increased use of reparation should any restorative action be required.

Staff recruitment procedures are thorough and robust in assessing the suitability of candidates to work with children. Precautions are taken to ensure that pupils are not at risk from visitors to the school and contractors. Residential pupils are acutely aware of how to raise any concerns about their time at the school. They have access to a formal complaints system, independent visitors and direct telephone access to young people's support groups. This ensures that pupils' welfare can be protected.

The work undertaken in relation to ensuring health and safety compliance on the school site ensures a secure and safe environment is provided for everybody on the site. Regular and exhaustive checks are completed on the electrical, gas and fire safety equipment to ensure they remain in good working order and are safe. Regular fire drills familiarise residential pupils with escape routes and the action to take in the event of a fire. The support and planning provided by the business manager ensures that the school is able to competently and diligently discharge its responsibilities.

Leadership and management of the residential provision Outstanding

The leadership and management of the residential provision is outstanding. Senior managers at the school undertake a full, accurate and insightful evaluation of all areas of its performance. There is a desire to constantly drive forward improvement and set challenging targets. A range of performance data from all areas of the school is collected and used to ensure targets are achieved and to identify any trends in behaviour management. An electronic data collection and recording system has been introduced which supports the evaluation of performance and increases the quality of information available. Business management support is excellent and enables smooth operation of the school's facilities.

Changes made to the senior management structure have enabled care staff to increase use of their skills when working with young people. Residential staff reported that the changes were positive and they have well defined roles and responsibilities. One said 'the changes in leadership structure allow us to have an increased professional role' and another 'residential pupils are able to reap the benefits of enhanced practice.'

Residential pupils benefit greatly from the guidance of a well-trained, qualified and supported staff team. A programme of internal core training supplemented by external training in key matters, such as safeguarding and mental health support, ensures their knowledge and skills remain current and relevant to the pupils with whom they are working. This enables them to meet the emotional and behavioural needs of residential pupils well. The school's policies and procedures are comprehensive and guide staff in their role.

The boarding facilities are an integral part of the school. There is highly effective management which ensures a safe and well-ordered provision is available. There is exceptionally strong promotion of equality and diversity, valuing individuals and ensuring no one is disadvantaged. The routines run smoothly and staff and managers strive to ensure that everyone has the highest expectations to provide and achieve the best possible.

External monitoring of the school on behalf of the governing body is undertaken and a report

compiled. Managers ensure that any actions raised during the visits are addressed without delay. Residential pupils are spoken with by the visitor and any views or concerns are recorded and fed back to managers.

Managers produce leaver updates as part of a published newsletter. This enables the success of pupils who have left the school to be celebrated as well as demonstrating the impact the school has had on previous pupils.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	107589
Social care unique reference number	SC001038
DfE registration number	381/7005

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Non-maintained special school with residential provision
Number of boarders on roll	43
Gender of boarders	Boys
Age range of boarders	8 to 16
Headteacher	Mr B J Heneghan
Date of previous boarding inspection	02/02/2012
Telephone number	01484 710123
Email address	principal@whsschool.org.uk

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