

William Henry Smith School

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

Inspection dates	18/11/2013 to 19/11/2013	
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

- Residential pupils are excellent ambassadors for the school. They are proud to show visitors around and to share their stories of success as a consequence of what the school has done to turn around their lives for the better.
- The never-ending support of care staff means residential pupils are being afforded maximum support, to enable them to modify their behaviour and remain law-abiding citizens within their community.
- The quality of direction from leadership and management is exceptional and means every residential pupil is able to receive quality care from dedicated and enthusiastic staff, who always put residential pupils well-being and safety as their top priority.
- The seamless 24-hour curriculum enables residential pupils to thrive across all aspects of life from learning, building life skills, to staying safe and healthy. This is made possible through opportunities to maximise learning through creative approaches to teaching, to the wide-ranging activities that strengthen skills, interests, knowledge and enhance physical well-being.
- The safety of residential pupils is paramount. This extends to bullying and other instances of poor behaviour, all being well managed to levels whereby residential pupils feel safe and in some cases, residential pupils reporting this being their first time in a school. Additional remarks from pupils include, 'The school has given me my life back.'

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 school was informed about the inspection at 09.15 on the first day. During the visit, observations of practice were undertaken including speaking with staff and residential pupils. A tour of the school was completed. Visits were made to all residential units at key times, morning, lunches and evening. A selection of policies, records and written guidance were sampled including parents surveys. Individual and group discussions took place with managers, senior staff, residential workers and residential pupils. A range of evening activities were directly observed.

Inspection team

Michelle Moss

Lead social care inspector

Full report

Information about this school

The school is a non-maintained special school for pupils with social, emotional and behavioural difficulties, who may also have additional needs that relate to specific learning difficulties including ADHD and ASD.

The school offers education and accommodation to boys aged between 8 years and 16 years. Accommodation is provided in five dedicated residential houses based on the school's grounds.

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 Brighouse which is a semi-rural location in West Yorkshire with good transport links to local towns and cities.

Inspection judgements

Outcomes for residential pupils

Outstanding

Residential pupils are achieving outstanding outcomes in all areas of their development. Residential pupils are thriving emotionally, physically and educationally as a result of the highly inclusive boarding community, which sits at the heart of the school. Residential pupils quickly form excellent relationships with care staff, that enables them to feel part of a family.

Regardless of residential pupils starting points associated with their often complex history and associated learning difficulties, without exception their residential experience is helping them to overcome significant barriers, which in the past have hindered their learning and abilities to form meaningful and sustainable friendships.

Residential pupils hugely benefit from the imaginative and inspiring approaches that focus on emotional and physical well-being, learning, building social relationships and modifying behaviour. The core success to this unique approach is how support is wrapped around the individual child. This includes every residential pupil having access to comprehensive therapeutic input, which seamlessly works alongside learning mentoring and key worker teams. Together, residential pupils' progress is closely monitored and interventions implemented based on emerging need. As a result of this cohesive approach, residential pupils are achieving across all aspects of their lives including socially, emotionally, physically, mentally, educationally and lastly gaining the necessary coping skills to help form emotional resilience to overcome past difficulties.

Residential pupils confidence and life skills are all growing through the diverse activities they can access day by day at the school. Recognition of age and challenges of transition are also well considered in both the design and approach to learning and care. This extends to gaining vocational qualifications, accredited achievement awards and accessing work experience opportunities. The outcome of these opportunities is helping to set a solid platform for building up self-worth, self-confidence, self-esteem and to make a successful transition from childhood to adulthood.

Quality of residential provision and care

Outstanding

The quality of residential provision and care is outstanding in all aspects. Pastoral support is first class, with a child centred approach underpinning every aspect of care. The school continually adapts to ever increasing diverse needs of children. This includes adjustments being made to environments to best match the presenting needs of every residential pupil. The difference the residential provision makes for individual pupils is validated in their own comments; 'The school has given me a second chance in my life; before I came to the school, I was always in trouble with the police. The school has saved my childhood.'

Residential pupils are afforded a wide range of good quality and nutritious meals, in which the school have received rewards in recognition of their approach to healthy eating.

The health of residential pupils sits central to everyday practice. This includes pupils having access to a qualified nurse at the school and being supported to access specialised services in areas such as mental and sexual health. Medication important to residential pupils health is concisely administered in accordance with prescribing doctors' instructions. This includes maintaining records for validation purposes. This ensures that the well-being of residential pupils remains a top priority in the delivery of care.

The diverse range of accommodation, starting from a dedicated admission unit, means the presenting needs of residential pupils are fully met from the moment they arrive at the school. All

new admissions receive a comprehensive induction, so that their care and learning can become integrated as one. This enables consistency across the 24-hour curriculum.

The level of enjoyment from the excellent high quality activities is visible when residential pupils are met. Despite their own differences, the supportive and caring environment breaks down barriers which make forming relationships challenging. Sportsmanship is respectful with staff leading by example. The atmosphere throughout the different houses is relaxing, well-maintained and yet still stimulating enough to enable activities to be both formally and informally arranged.

Residential care plans are formed for all residential pupils and used by care staff to outline their care against need. A current period of transition is taking place to move these records to a more innovative online system.

Residential pupils' safety

Outstanding

The school has outstanding arrangements for keeping residential pupils safe at all times. The safety of the residential pupils is at the very heart of the school's everyday practice. All care staff receive safeguarding training, which they apply to underpin their everyday practice in their care of residential pupils.

Residential pupils report feeling safe. They view the biggest reason for feeling safe is due to the trust they have in staff always keeping them safe, both from others, but equally from their own behaviours. One residential pupil spoke about their experience stating, 'Sometimes it is frustrating, but staff make everything fun and as enjoyable as possible. Rewards get put in place to help me manage my behaviour, which has really helped me.'

There is meticulous attention paid to ensuring the recruitment of care staff is robust. This helps to ensure any potential abusers are not given access to working with children.

Residential pupils are aware through anti-bullying weeks regularly programmed into the curriculum that bullying is wrong. Residential pupils get involved in various activities during these periods that help them understand the effects of bullying. Residential pupils report that bullying can occasionally happen, but are confident that the staff will always swiftly deal with bullying, so the impact on them is reduced.

Residential pupils talk openly about their experiences at the school and in particular about how the school has helped them to control their behaviour. A key to this success comes from their professional relationship with staff and the use of the school's reward scheme, which are strong motivators to helping modify their behaviour. The level of achievement, no matter how small, is continuously reinforced by care staff. This helps residential pupils to build a sense of self-belief in their own abilities to manage their own behaviour. The excellent use of integrated therapeutic input, coupled with care staff's skills to use early interventions such as redirection and de-escalation, means physical restraint in the residential provision is only used in exceptional circumstances and only ever for the minimum time necessary. A record of any restraint is always made, using an online recording system. This ensures all leadership and management are swiftly alerted that a restraint has taken place. Also, residential pupils are being afforded opportunities to discuss any restraint. This includes being able to record their own views and comments and being able to see the school nurse within 24-hours of any restraint, if they so wish. These opportunities give residential pupils the chance to practice their rights.

A cohesive approach is taken to develop positive relationships, which minimises residential pupils choosing to leave school without authority and resulting in them becoming missing from care. On the rare occasion it does happen, the established links with local protocols and professionals means the vulnerabilities of residential pupils are understood by all agencies and immediate

action taken to secure their safe return.

A robust approach is taken to ensure health and safety remains a central element to keeping residential pupils safe and protected. This includes having excellent systems that ensure all servicing and maintenance of equipment is undertaken at the recommended timelines. For example, gas safety servicing to fire protection. Risk assessments are regularly reviewed and updated. Repairs are quickly addressed to ensure environments and equipment remains fit for purpose. Testing of the fire alarm system is done weekly and fire drills are completed with residential pupils on a regular basis. These measures ensure protection from fire is maintained and that safe evacuation is rehearsed.

Leadership and management of the residential provision Outstanding

The leadership, organisation and management of the school and its residential provision are outstanding. The leadership team have a depth of expertise and experience. Their enthusiastic approach to managing the residential provision makes a real difference to residential pupils' lives. This includes how they view the provision as being a central feature to enhancing the welfare and well-being of residential pupils. This extends to setting the foundations where social and emotional development can start to grow. This extends to how the practices from care improve school attendance and how attainment and learning achievements within the classroom become strengthened.

Care staff morale is excellent. All care staff are well trained and given opportunities to gain qualifications that match their duties and responsibilities. This includes attaining National Vocational Qualifications at levels three, four and five. The deployment of staff is child-centred and means each residential pupils needs are safely meet.

Care staff receive regular supervision which helps them to reflect on their care practice and review their own developmental needs. Care staff equally demonstrate high job satisfaction. For example, care staff describe their work with residential pupils to being fulfilling every day. They feel it gives them a sense of achievement and is rewarding to see pupils happy.

A critical friend overview is maintained by the governing body, including regular visits being maintained to all homes which make up the residential provision. Each visit ensures residential pupils are met and their views are taken into account. These views are then acted on. For example, during visits that took place during the spring term, grumbles about the diversity and quality of meals resulted in a total review and a change in menu.

Staff ensure that parents remain equally involved in their child's education and care. This includes the school providing an innovative outreach service delivered at weekends through to parental and family counselling opportunities. The parents' survey results demonstrated the high value they have given to the development of outreach, including the difference it has made to family life.

The residential pupils have various avenues in which to voice their views and practice their rights. This includes contributing to their care plan, (called 'all about me') annual reviews and individual education plans. A particular strong pupil voice comes from the regularly held 'pupil voice' group. This pupil led group gives them influence to contribute to key decisions. For example, the pupils voice has influenced changes in the way rewards and points are set within the school to arranging charitable events as part of building successful community networks.

Placing authorities which have recently visited the school have made positive comments about the work of the school to improve outcomes for residential pupils. Professionals, parents and potential pupils all receive informative information about the residential provision, which helps

them to make informed decisions.

All necessary policies and procedures are in place, including safeguarding and child protection. The school's leadership overview of the residential provision demonstrates their commitment to ensuring residential pupils safety and well-being remains paramount throughout the school.

All national minimum standards were met at the last inspection and this continues to be the case.

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	
Number of boarders on roll	52
Gender of boarders	Boys
Age range of boarders	
Headteacher	Mr B J Heneghan
Date of previous boarding inspection	20/03/2013
Telephone number	01484 710123
Email address	principal@whsschool.org.uk

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