

# William Henry Smith School

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

<b>Inspection dates</b>	07/02/2017 to 09/02/2017
<b>The overall experiences and progress of children and young people</b>	Outstanding
The quality of care and support	Outstanding
How well children and young people are protected	Good
The impact and effectiveness of leaders and managers	Good

## Summary of key findings

### The residential provision is outstanding because

- Children and young people make outstanding progress, which improves their lives and those of their families.
- The outreach work offered by the school is outstanding. Families receive bespoke support and access to the services that they need to help them to support their children.
- Children's and young people's life chances significantly improve because of the work that the school undertakes with children, young people and their families. Many young people move on to university, college and employment.
- Children's and young people's behaviour significantly improves because of the care that they receive.
- The safety of children and young people is highly prioritised.
- Children and young people access a range of exceptional therapeutic services. As a result, their emotional well-being improves tremendously.
- The senior management team is highly motivated and ambitious for children and young people. The staff team mirrors these expectations in its work with children and young people.

## **Compliance with the national minimum standards for residential special schools**

The school does not meet the following national minimum standard for residential special schools:

The school's procedures are compatible with the local runaway and missing from home and care (RMFHC) protocol. When children placed out of authority go missing, the head of care (or school equivalent) follows the local RMFHC protocol and complies with and makes staff aware of any other process required by the placing authority.  
(National minimum standards, page 16,15.6)

## **What does the school need to do to improve further?**

Senior leaders should continue to strengthen their oversight and analysis of children and young people who go missing from residential care.

## Information about this inspection

The school was given notice of the inspection two hours before inspectors arrived. The inspectors met with the principal, the deputy principal, the head of care, residential care workers and the cook. The inspectors spoke to a number of residential students individually and in groups. Some residential students had also completed the Ofsted point-in-time survey. School policies and procedures, general records and individual case files were scrutinised. In addition, the inspector contacted parents and social workers by telephone and had access to parental surveys. The inspectors spent time in all of the residential houses and observed routines both morning and evening, including at mealtimes.

## Inspection team

Jamie Richardson

Lead social care inspector

Janet Black

Social care inspector shadow

# **Full report**

## **Information about this school**

The school is a non-maintained special school for pupils who have social, emotional and mental health difficulties. They may also have additional needs that relate to specific learning difficulties, including attention deficit hyperactivity disorder and autistic spectrum disorder. The school offers education and accommodation to boys aged between eight years and 19 years. Accommodation is provided in five dedicated residential houses in the school's grounds. The school is set in several acres of land and has facilities for indoor and outdoor sporting activities, such as an adventure playground, an all-weather sports enclosure and an indoor sports hall and gymnasium. 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

### The overall experiences and progress of children and young people

Outstanding

Children and young people thrive from the specialist and individualised care provided for them. Consequently, they achieve outstanding outcomes in all areas of their development.

Children and young people benefit from integrated support delivered by a range of professionals, such as school staff, the therapy team and health and residential care workers. As a result, they acquire life-changing skills, such as learning to develop empathy for others, managing their own behaviour and regulating their emotions. They progress well and make huge achievements both socially and educationally. One parent commented: 'He will do well in life and that is thanks to this school.' Pupils receive excellent support for their transitions into adulthood and many acquire college and university placements.

Children and young people benefit from a dedicated staff team. The consistent, warm and empathetic approach from staff enables pupils to build positive and trusting relationships with adults, some for the first time. One young person commented: 'If it was not for staff, I do not know where I'd be.' The bonds that children and young people develop with staff are strong and continue when pupils leave. Many young people return to provide inspirational talks about the work that the school did to support them to achieve in later life.

Safeguarding is highly prioritised. A recent whole-school review of safeguarding procedures has strengthened this further. The creation of a safeguarding team ensures that individual children and young people who are at risk are rigorously tracked. Any issues are quickly identified and monitored to ensure that children and young people are safe, both at their family home and in school. One parent commented: 'He feels he is safe and I feel he is safe and well looked after there.'

Residential care is very well organised, and every aspect of children's and young people's care is individualised. This ensures that all their needs are met and they thrive. The dedicated and ambitious senior management team is continually researching new ideas to help to improve the quality of care. Recently, the school has broadened its outreach support with families. This is highly successful, providing holistic support and continuity for young people and families during the school week, weekends and holidays.

### The quality of care and support

Outstanding

Children and young people benefit tremendously from the integrated approach provided by the school, residential provision, home and specialist therapeutic services. The whole-school approach ensures that children and young people receive the highest-quality care and support. Whole-school themes and targets ensure that learning is continuous. Consequently, children and young people make exceptional progress both educationally and socially. Staff are innovative in their approach in this regard. For example, a recent target based around 'smelling sweet and looking neat' has successfully helped children and young people to aspire to high standards in their personal hygiene and appearance.

in all areas of their lives.

Children and young people have access to a broad range of high-quality therapeutic services on site. These provide excellent emotional support to children and young people. Recently, the school has expanded this support into outreach services for children and young people and their families. As a result, families are being helped to learn how to manage their relationships with their children positively.

Children and young people are fully supported to successfully transfer skills between settings and the world beyond the school. This maximises children's and young people's learning and prepares them well for transition to adult life. One parent commented: 'Everything is positive for him now, not negative. He has said that he wants to go to university. He's never said anything like that before.'

Staff encourage children and young people to undertake a range of activities, which give them essential skills that will support them in later life. Staff are innovative in using on-site facilities to help children and young people to learn essential skills. For example, they support some individuals to run their own car valeting business. Other children and young people apply for jobs around the site, such as looking after the farm animals. As a result, children and young people enjoy time with the animals. They learn how to complete an application form, interview skills and the responsibility of having a job. Some young people prepare for the world of work by undertaking jobs off site, such as having their own slots on a local radio station. One young person commented: Staff are really supportive of me with my business and in every way. They are really proud of me. My mum and dad are too.'

Children's and young people's voice is at the heart of all their care planning. They voice how they wish staff to support them and they highlight any areas that they want to improve. Staff listen to their opinions and help them to achieve their aspirations, such as gaining places on their chosen college courses. The children's council gives children and young people opportunities to share their opinions and contribute to the running of the school in every way, including choosing menu options and charities for the school to support. A new 'live learning' portal gives all children and young people the chance to keep up with school news and to contribute towards surveys that seek their opinion and feedback on live topics in the school.

## How well children and young people are protected

Good

The emphasis on preventative work to help children and young people to keep themselves safe is outstanding. Consequently, very few children and young people go missing from residential care.

Staff are very strong at dynamically assessing risk within the school environment and responding promptly to harmful situations. However, they have struggled to transfer these skills to off-site incidents. On some occasions, this has left young people at risk, and the recording, review and analysis of such incidents need further improvement.

Senior management have been quick to learn from this and is taking action. Managers are strengthening links with the police and this is now a key focus of further staff training. One social worker commented: 'I am confident in their actions to address this

and that learning from this incident has taken place.'

The recent establishment of a safeguarding team ensures that risks to children and young people are reviewed in weekly meetings. A designated senior member of staff closely monitors any action identified. This allows for the effective mapping of any safeguarding issues, ensuring that problems are quickly identified both at school and at their family home. If any concerns emerge, the designated lead immediately deploys support to carry out work to keep children and young people safe.

The school's safeguarding team is skilled in managing any allegations of harm. Strong links with local authorities ensure the effective sharing of information. This allows for immediate action to be taken to safeguard children and young people. One local authority safeguarding officer commented: 'They are really good at safeguarding children and young people. They always ring and share information. This is because they are concerned and take safeguarding seriously.'

Staff benefit from a range of training, which helps them to understand the risks that children and young people may face. This includes child sexual exploitation and radicalisation. Staff successfully manage risks to children and young people, while allowing them to enjoy new opportunities both on site and in the community.

Children and young people feel safe in this school. Their behaviour significantly improves because of the work that staff do to support them to manage their feelings. Staff effectively analyse behaviour and implement strategies to manage any challenges. Consequently, the number of physical interventions continues to reduce. One young person commented: 'Before I came here, I would not do anything. I would run off and hit teachers. I had about 100 restraints per day and now I do not. I can read and write now and sit in class all day.'

### **The impact and effectiveness of leaders and managers**

Good

The senior management team has high aspirations and ambitious expectations for all children and young people. This ethos is embedded throughout the whole school staff team. The senior staff team manages residential care as an integral part of the school community. Consequently, many children and young people who arrive with highly complex and challenging behaviours, often refusing education, leave and successfully move on to college, university and employment. One parent commented: 'I feel like I have my little boy back. They have shown him that he can trust people. He wants to learn now.' Another parent commented: 'He will do well in life and that is thanks to them.'

Monitoring systems are generally effective across residential care, school, therapeutic services and children's and young people's home life. This allows senior management to monitor children's and young people's progress, behaviour and safety. Senior leaders are taking action to improve an identified shortfall in the analysis and oversight of missing from home incidents. They plan to make this an integral part of the incident recording form and make missing from residential care incidents a key focus of senior management meetings and weekly child protection team meetings.

The stable and dedicated staff team provides children and young people with consistent care. Staff have an excellent understanding of children's and young people's very

complex needs because of the wide range of training that they receive. High staffing ratios ensure that children and young people thrive in an extremely structured and well-supervised environment where they receive the personalised care that they need.

The governing body mirrors the highly ambitious outlook of the senior leaders. The board of governors holds a wide range professional skills that enhances their ability to provide a broad overview when monitoring practice and progress. The governors' reports assist senior management in identifying strengths and areas for development by providing oversight and scrutiny of daily practice.

The senior management team has recently enhanced the focus on moving the boundaries of its support from the school community to children's and young people's family homes. This helps to further develop strong relationships between families and staff. As a result, the quality of life and care for children and young people both in school and at home is improving. Strong relationships with local authorities and social workers ensure that children, young people and their families receive the services that they need when they need them. Work is ongoing to strengthen links with the police, particularly in practice related to children and young people missing from residential care.



## What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against 'Inspections of boarding and residential provision in schools: the inspection framework'.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceed the standard of good and result in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact that the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services, which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children's and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or their care and experiences are poor and they are not making progress.

## School details

<b>Unique reference number</b>	107589
<b>Social care unique reference number</b>	SC001038
<b>DfE registration number</b>	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.

<b>Type of school</b>	Residential special school
<b>Number of boarders on roll</b>	54
<b>Gender of boarders</b>	Boys
<b>Age range of boarders</b>	8 to19
<b>Headteacher</b>	Brendan Heneghan
<b>Date of previous boarding inspection</b>	09/12/2014
<b>Telephone number</b>	01484 710123
<b>Email address</b>	principal@whsschool.org.uk

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