



William Henry Smith School

Inspection Report

Unique Reference Number 107589
LEA Calderdale
Inspection number 277784
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Mr James Kilner HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Special	School address	Boothroyd
School category	Non-maintained special		Brighouse
Age range of pupils	8 to 16		West Yorkshire HD6 3JW
Gender of pupils	Boys	Telephone number	01484 710123
Number on roll	64	Fax number	01484 721658
Appropriate authority	The governing body	Chair of governors	Mr D Sisson
Date of previous inspection	18 October 1999	Headteacher	Mr B Heneghan

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The Commission for Social Care Inspectorate (CSCI) conducted a separate inspection of boarding provision during the time of the Ofsted inspection. The full CSCI report will be available on their website.

Description of the school

William Henry Smith School is a non-maintained residential special school for boys with social, emotional and behavioural difficulties. It is located in Brighouse, West Yorkshire and caters for 64 boys aged between 8 and 16 who are placed from 19 local authorities. The school is supported by the Smith Foundation. All pupils have a statement of special educational need. All pupils speak English fluently. The ability of pupils on admission is very low and is similar irrespective of ethnicity or socio-economic status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

William Henry Smith is a good school with a number of outstanding features. The principal provides an exemplary role model to all in school. His collegiate leadership style sets the tone for highly successful delegation. A 'can do' culture of success, where the achievements of all pupils are celebrated, permeates the whole ethos of the school. Pupils are proud of their school and speak positively about the fairness and levels of care they receive from all adults. The curriculum, designed to meet the needs of the pupils, is effective in raising achievement from the outset. This is enhanced greatly by the high quality boarding provision and the '24 hour curriculum,' designed to raise confidence and self-esteem.

Parents and carers have full confidence in the school. From a very low baseline on entry pupils make rapid progress and achieve well throughout their time in the school. Development of reading skills is particularly strong. Pupils make good progress because they have positive attitudes to school work and they are taught well. However, not all teachers use assessment information in planning differentiated activities to ensure pupils' achievement of higher standards.

Vulnerable pupils are very well integrated into every aspect of school life through a structured admissions programme.

All of this combines to ensure pupils' personal development and well-being is outstanding. The school has many partners involved in the education of its pupils and works particularly well with the 19 local authorities who place pupils at the school.

The school knows itself well and good progress has been made since the last inspection. Self-evaluation is a growing strength of the leadership team and demonstrates its capacity to improve still further. The governing body is very active in the life of the school, fulfilling well its role as critical friend. The school gives good value for money.

Effectiveness and efficiency of boarding provision

Grade: 1

The high quality residential provision makes a significant contribution to the achievement of pupils and this is a direct result of clear and well understood routines, together with a consistent approach. The provision exceeds the National Minimum Standard set for boarding schools. The boarding provision and the '24 hour curriculum' contribute significantly to pupils' personal development, in particular through raising their confidence and self-esteem. Pupils participate with enthusiasm in a wide range of activities, many of which are shared with the day pupils. Much thought goes into ensuring that pupils are fit, eat well and are in control of their emotions. Pupils receive a high quality of care and support. The school regularly seeks the views of their parents and carers, responding to their needs; for example, with a later start on Monday mornings allowing for travel back after the weekends.

What the school should do to improve further

- Develop the management information systems in order to record and share assessment results, monitor learning and track achievement to ensure work more accurately matches pupils' needs.

Achievement and standards

Grade: 2

All pupils have a statement of special educational need. Attainment on entry is very low but pupils make rapid progress particularly in relation to their literacy skills. It is not appropriate to compare the standard of pupils' work with all schools nationally but pupils achieve very well when compared to similar schools. The rate of progress pupils make between Key Stages 2 and 4 indicates that this school is in the top 5% nationally. Progress in relation to prior attainment is very good and most pupils are able to overcome their significant past difficulties.

Pupils make good progress in lessons and most meet their learning and behaviour targets. In 2005, most pupils achieved well in their general certificate of secondary education (GCSE) examinations; successes included passes in English, mathematics, art, design technology and information and communication technology (ICT). Pupils also gained entry level certificates and award scheme development and accreditation network (ASDAN) life skills awards. They acquire skills which equip them well for the next stage in their learning and for life after school. Pupils gain an appropriate range of accredited qualifications and many acquire the confidence to use these to gain college places or employment appropriate to their needs.

Personal development and well-being

Grade: 1

The school is modest in its self-evaluation of this area; inspectors found it to be outstanding. Pupils who have previously found the demands of school to be too challenging are able to develop good behaviour and make good relationships with others. Outstanding behaviour management ensures pupils have a wide range of strategies and support mechanisms which empower them to deal successfully with their emotions. As a result, behaviour is good and they are able to engage fully with their learning and achieve well. The excellent relationships between staff and students are a major strength of the school and key to the outstanding spiritual, moral, social and cultural development of all. Assemblies are celebrations of achievement and good behaviour, with pupils spontaneously applauding the success of others. They are able to reflect on the consequences their actions have on their own learning and that of others. Pupils have a good understanding of the cultural diversity in society. One group of older pupils were observed in an informed discussion with an adult on cultural differences between the Muslim and Sikh faiths.

School council members are confident that their views are listened to. The health and safety of all pupils is central to the work of the school and there are various systems

in place to protect pupils using the Internet. The school ensures that, where possible, the aspirations of their pupils are met. One pupil was able to gain a general national vocational qualification (GNVQ) in ICT, travelling independently to Grimsby College on two days each week. Work experience, a good vocational curriculum and the emphasis on basic skills ensure that pupils have a full understanding of how their learning will benefit their life out of school both now and in the future.

The school does much to promote attendance, which is satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and in some areas are outstanding. Following the introduction of a more robust tracking system, consistency in the assessment of pupils' progress has improved. However, more could be done to ensure all teachers use these assessment outcomes regularly in planning future lessons. Good use is made of a range of resources to make learning enjoyable and to promote pupils' achievements.

Teachers know their pupils well and use their subject knowledge successfully. In the most successful lessons high expectations for standards of behaviour and work are set and maintained. The physical activities for all pupils are very well planned. Activities in science are exciting and challenging and used to best effect to motivate and involve all pupils. In a geography lesson, topical news items were used very well. All lessons start promptly and pupils are very aware of what they need to do. Teachers and assistants work effectively together and this ensures there is successful management of pupils' behaviour and learning improves.

In the less successful lessons there is too much teacher directed activity and opportunities for pupils to learn independently are missed. All staff implement the overarching aim of the school to develop pupils' self-understanding as a means of improving their self-esteem and achievement.

Curriculum and other activities

Grade: 2

The school's curriculum is good and is regularly reviewed. Pupils follow programmes across the full range of subjects but within a structure which is meaningful for their needs, ensuring they are fully engaged and enjoy their lessons. Specialist teaching rooms are well used and motivating; for example, the dedicated art room and ICT suite. Year 10 and 11 pupils are supported to access college courses and work experience placements relevant to their needs, interests and future life. Themed weeks, such as that about anti-bullying, are highly successful in broadening pupils' experiences.

Transition arrangements are thorough and well planned to enable pupils to succeed at their next placement. The school has strong citizenship and personal, social and

health education (PSCHE) departments where pupils are encouraged to express their views and to listen to opposing viewpoints on a range of issues.

The pupils also have access to a wide range of additional opportunities. These enliven and enhance the curriculum; for example, residential and outdoor activities and sporting events in the local area. Community visits are also beneficial in improving pupils' social skills and confidence. Health and safety issues are well addressed and the concept of a 'safe learner' is regularly reinforced. There is also a good range of activities available after school as part of the residential provision and the school's '24 hour curriculum'. The programme of physical activities and healthy eating contributes well to helping pupils take care of their health and for their safety.

Care, guidance and support

Grade: 2

All pupils, including the most vulnerable, receive outstanding care through the comprehensive initial assessments, detailed education and care plans and rigorous monitoring of progress. Intervention and encouragement in lessons by both teachers and teaching assistants are very effective in ensuring that the majority of pupils behave very well, show positive attitudes and remain on task. As a result, pupils make excellent progress in their personal development as reflected in their greater confidence and self-esteem.

Guidance and support for pupils' behavioural targets are much clearer and more successful than the guidance for pupils' academic progress. Insufficient use is made of the wealth of assessment information of pupils' learning to plan a wider range of tasks matched to pupils' individual abilities.

Records of physical intervention and withdrawals are meticulously kept and regularly monitored. Child protection systems are very good and well understood due to robust and regular training.

Leadership and management

Grade: 2

Leadership and management are good with some excellent features, most notably the outstanding positive role model presented by the principal and outstanding behaviour management by all in school. Behaviour management is exemplary, allowing pupils to remain engaged in their learning.

Staff are an effective and united group; they know precisely what the leadership team are trying to achieve and work unstintingly towards the common goal of 'Learning by Achievement'. Self-evaluation is good, systematic monitoring of teaching is robust and correctly identifies strengths and ways forward. School development planning is effective, combining the personal and academic needs of the pupils. All parents responding to the questionnaire are very pleased with the work of the school and the care provided for their children.

Subject leaders have a good understanding of standards in their subjects but, since the school caters for three key stages, not all have an overview of standards at Key Stage 2. The promotion of equal opportunities is outstanding. There is zero tolerance of any incidence of bullying or racism and all pupils feel valued, safe and well supported in their learning.

The governing body fulfil their statutory role well with an appropriate balance of challenge and support. Because of their dual role as governors and members of the board of trustees they monitor spending very carefully and funds have been used prudently to the benefit of the pupils. Good progress has been made since the last inspection and the school has a good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we visited your school. You were certainly keen to tell us about all the great things that happen there and we agree with you: William Henry Smith is a good school.

These are just some of the things we found about your school.

- When you arrive at the school the staff do a tremendous amount to help you settle in and become part of the school. What is really good is that so many of you make fantastic progress in your reading and spelling because of the help you receive and your own determination to succeed.

- Every school needs a leader and we think that you have a really special one in your principal. The leadership team, staff and governors are guiding and supporting you well so that you can achieve great things.

- We asked your parents and carers for their views of your school. They have great confidence in the work of the school in caring for you and leading you to success.

- You try hard with your behaviour and we were impressed when you help your friends to stay calm and stick at what they need to do.

- There are some brilliant opportunities to take part in exciting activities as well as good support for you when you need to decide about where to go next in life.

- You are taught well and we have asked that your teachers focus your learning more sharply to help you to achieve even more.

You are rightly proud of your school and, on behalf of the inspection team, I wish you lots of success for all that you do in the future.