

Education and residential inspection summary for The William Henry Smith School and Sixth Form

Boothroyd, Brighouse, West Yorkshire HD6 3JW

Inspection dates: 13 and 14 September 2023

Outcome

The education overall effectiveness judgement is: outstanding

The judgement for the experiences and progress of children in the residential provision is: outstanding

What is it like to attend this school?

- Pupils at The William Henry Smith School and Sixth Form benefit hugely from an array of experiences designed to enrich and nurture their understanding of the world. Pupils are happy because all adults take the time to understand and help them. Activities are tailored to pupils' interests. During our visit, pupils enjoyed telling inspectors about activities involving the school farm, quad biking and the Duke of Edinburgh's Award scheme.
- The school is a calm, tranquil place. The environment is designed to ensure pupils can learn in surroundings suited to their needs. Behaviour is excellent. Relationships between teachers and pupils are incredibly strong. Pupils are not worried about bullying, but they know that adults would deal with it if they were.
- Pupils have aspirations beyond life at the school because they are constantly encouraged through a curriculum that focuses on enhancing their quality of life; this includes academic, social and emotional development. Pupils in Year 11 and in the sixth form are given expert help and advice to ensure they can access courses tailored to their interests and skills. Work experience is carefully planned and designed.
- Success is engineered in all aspects of pupils' lives because adults take account of the special educational needs of the boys in every aspect of the work they do.

The inspectors **did not make any recommendations** to help the school improve.

What is it like to stay at this school?

- Children are very happy in the residential provision. They thoroughly enjoy their stays and speak with great warmth about the activities and the staff who care for them. Children are confident that staff want the best for them. This helps children to make the most of other aspects of the school, including their learning. Most children stay in the residential provision for many years and get to know staff and each other very well.
- Children develop respectful, engaging friendships with each other. Staff support these friendships at weekends and during holidays. For example, staff will support children by transporting them to their friends' houses if children's families are unable to do so. Parents and carers are delighted with the progress that their children make. Many refer to this school as being the best thing to have happened to their family.
- Children benefit from the wide range of highly skilled therapeutic and specialist staff in the school. Therapists and health professionals talk to residential and other school staff about the most effective strategies to meet children's needs. Initiatives include some that are innovative and all stem from a careful assessment of children's needs. Children make and maintain progress because of the specialist input they receive. Children come to recognise their own successes and develop faith in their own abilities. For some children, the progress they make is remarkable.
- Children's physical health is fully promoted. Qualified medical staff arrange for children go to the dentist and attend appointments with a doctor when required. Medical staff are also trained to carry out some specialist procedures, including audiology testing. This means that children receive the necessary interventions to enhance their day-to-day lives and their ability to learn. This is a significant outcome for children, particularly those who have not been able to attend important health checks.
- Children make excellent progress with their education. Many children had disrupted learning before coming to this school. Staff use their strong relationships with children to encourage them if they feel anxious about going into lessons. The attendance rate is excellent, and positive behaviour in the classroom supports learning. Children work towards individualised targets, which can include national qualifications. As a result, many children experience educational success for the first time in a long time.
- Children enjoy a wide range of activities, which are individualised according to their needs. Activities are led by children, rather than by the availability of resources. Children also have the option to attend one of several holidays, funded by the school. The range of trips is wide, which means that children can choose

something that is right for them. As well as being enjoyable, these trips help children to develop their social skills, build their confidence and make memories.

- Staff celebrate the crucial role that parents and carers play in the lives of their children. Staff provide tailored guidance and support to families. For example, staff help some families to enjoy fulfilling activities together at weekends. This helps parents and carers to recognise their own potential. The support provided by staff helps parents and carers to use strategies at home that work well at school. This consistent approach helps children to make sustained progress. This approach to working with families is a significant strength of the school.
- Children become increasingly independent throughout their time in the residential provision. Staff encourage children to take more responsibility for themselves. For most, this includes cooking for the group and doing their own washing. Staff help children to become more autonomous in the community, by practising using public transport. This means that children who go to college can travel independently. This increases children's confidence and helps them prepare for adulthood.
- Staff help children to successfully manage transitions. When children join the school, move from one house to another, or go on holiday, detailed, targeted planning always takes place. Children have the individual time they need to become familiar with a new experience. Staff anticipate potential difficulties and put in place strategies to reduce children's worries and anxieties.
- The school **meets all the national minimum standards.**
- View the full inspection report for the education provision: <https://reports.ofsted.gov.uk/provider/25/107589>.
- View the full inspection report for the residential provision: <https://reports.ofsted.gov.uk/provider/10/SC001038>.



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