



William Henry  
Smith Foundation

**ANNUAL  
STAKEHOLDERS  
REPORT  
2024 – 2025**



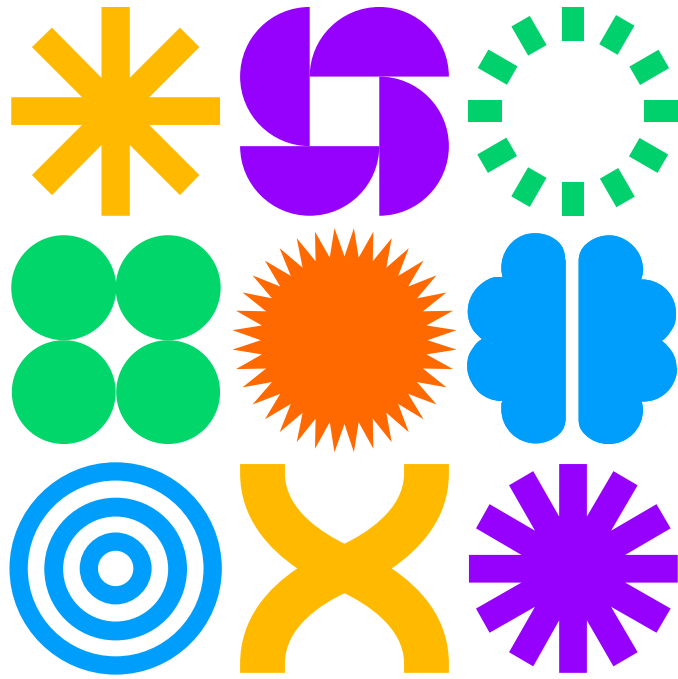
William Henry Smith  
School and Sixth Form



William Henry Smith  
Specialist College



William Henry Smith  
Therapeutic Children's Home



**Become the best  
you can be**

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# WELCOME FROM OUR CEO



*Sue Ackroyd*  
**CEO/Executive Principal**

It is with great pride and purpose that I share our first Stakeholder Report, a reflection of our unique and far reaching organisation. Every part of our provision helps to create safe, nurturing, and aspirational environments where our children and young adults thrive and realise their potential.

At the heart of our work are the children and young adults we serve, alongside their families. Their resilience and hope inspire us daily. We know that when families are supported and empowered, outcomes improve and this belief remains central to all we do.

Our mission extends beyond our own settings. By working with schools, local authorities, and partner organisations, we share knowledge, advocate for change, and strive for lasting impact across education and care.

None of this would be possible without our remarkable staff. Their skill, dedication, and compassion are the foundation of our success and the reason we continue to make a difference.

I invite you to explore the report and join us in building a brighter, more inclusive future for the children, families, and communities we serve.



# WELCOME FROM OUR CHAIR OF TRUSTEES



*Roger Tilbrook*  
**Chair of Trustees**

As Chair of Trustees, I am delighted to support the publication of our 2024-2025 Stakeholder Report. This document showcases the breadth and depth of the work across our Foundation, as well as the positive difference made to the lives of children, young adults, and their families. It also highlights the dedication of our staff, whose professionalism and compassion underpin everything we do.

On behalf of the Trustees, I would like to thank all colleagues, partners, and families for your ongoing support and commitment to our shared vision.

# CHAIR OF GOVERNORS



*Rezina Kelly*  
**Chair of Governors**

As Chair of Governors, I am proud to represent the voices of our local community within the Foundation. Our Governors play an active role in ensuring high standards, safeguarding, and accountability, always with the best interests of our children and young adults at heart.

This report provides a valuable opportunity to reflect on the progress made and the ambitions we hold for the future. I would like to extend my thanks to our staff, families, and young people for their trust, resilience, and commitment.



# Our Trustees



**Roger Tilbrook**

Chair



**Brendan Heneghan**

Vice Chair



**Andrew Fairbairn**

Trustee



**Michelle Cuffe**

Trustee



**David Duncan**

Trustee

# Our Governors



**Rezina Kelly**

Chair  
SEND, Mental Health & Well-being Governor  
Chair of People Special Interest Group



**Heather Gibson**

Vice Chair  
Safeguarding & Residential Care Governor



**Kate Wilson**

Teaching & Learning Governor  
Chair of Children & Young Adults  
Special Interest Group



**Jeremy Conway**

Careers Education Governor  
Chair of Environment, Premises &  
Resources Special Interest Groups



**Sophie Baxter**

Further Education Governor



**Emma Holroyd**

Parent Governor



**Sarah Laycock**

Governor



**Hayley Ramshaw**

Governor



**Siobhan Roe**

Teaching representative Governor



**Adrian Igielski**

Non-Teaching representative  
Governor



**Sue Ackroyd**

CEO  
Executive Principal

# ABOUT WILLIAM HENRY SMITH FOUNDATION



The William Henry Smith Foundation is a non-profit registered charity committed to transforming lives and breaking down barriers, empowering every individual to reach their full potential. The Foundation exists to improve outcomes for children and young adults who experience social, emotional and mental health (SEMH) challenges, providing outstanding provision through high-quality working, living and learning environments.

Everything the Foundation does is rooted in strong, trusting relationships and a psychologically and trauma-informed approach. By placing care, compassion and consistency at the centre of its work, the Foundation creates safe and supportive environments where children and young adults feel valued, understood and able to engage, grow and thrive.



At the heart of the Foundation's work is a holistic, personalised approach that recognises each individual's unique strengths, needs and aspirations. Through tailored support and nurturing environments, the Foundation enriches the lives of children and young adults, while also supporting their families, its people and the wider community. This approach ensures that everyone feels safe, valued and has a deep sense of belonging.

Working closely with partners, schools and community organisations, the William Henry Smith Foundation delivers outstanding education, care and therapeutic services that create lasting and meaningful impact. With a strong commitment to excellence, inclusion and wellbeing, the Foundation continues to champion positive change and build stronger, more resilient communities.



William Henry Smith  
School and Sixth Form



William Henry Smith  
Specialist College



William Henry Smith  
Therapeutic Children's Home

# 2024 – 2025 HIGHLIGHTS

## FROM ACROSS THE FOUNDATION



WE EMPLOY **233 STAFF** ACROSS OUR SETTINGS



**2** OFSTED OUTSTANDING JUDGEMENTS

Residential care and Boothroyd Therapeutic Home  
both achieving outstanding Ofsted outcomes in 2025



OUR THERAPIES TEAM PROVIDED SUPPORT TO **41 FAMILIES**  
AND HELD **66 GROUP SESSIONS**



WE ACHIEVED A **100%** PASS RATE FOR ALL STUDENTS  
ENTERING ENTRY LEVEL QUALIFICATIONS AND GCSE  
MATHS AND ART



OUR OVERALL WHOLE SCHOOL ATTENDANCE IS **98%**  
(including authorised absence)



OUR CAREERS TEAM DESIGNED AND DELIVERED **50+ EVENTS**  
INVOLVING OVER **20 DIFFERENT EMPLOYERS**



**William Henry  
Smith Foundation**

## **MISSION**

To champion a holistic and tailored approach, enriching the lives of children and young adults, their families, our people, and the wider community.

## **VISION**

To transform the lives and break down barriers, empowering every individual to reach their full potential.

## **BRAND:**

# **A NEW IMAGE**

As we drew the 2024–2025 academic year to a close, we undertook a careful consideration of our brand identity and how we represent our unique foundation. We believe that clarity in our mission and values strengthens our collective purpose.

Following comprehensive consultation with all our valued stakeholders, including staff, students, parents, and carers, we were delighted to launch our new branding in 2025.

We are proud to present our refreshed Mission, Vision, and Values. These renewed statements closely align with the longstanding compassionate values we have always held close, ensuring our guiding principles remain centered around those we serve: our children and young adults.



# VALUES



## UNWAVERING INTEGRITY

We lead with honesty, purpose, and an unshakeable belief in what we do. We hold ourselves to the highest standards, always keep our word, and work hard to earn trust from the children, young adults, families, and people we serve, leaving a lasting mark that extends beyond the classroom.



## CLOSE COLLABORATION

It takes a village to raise a child, and that village starts with us. We're a team of listeners, collaborators, and supporters who adopt a curious and compassionate approach, building trusting relationships with local authorities, families, children and young adults, and our people. By understanding backgrounds, behaviours and lifelong ambitions, we strive to build individualised pathways that are guided, encouraged, and nurtured by specialists.



## COMPASSIONATE CURIOSITY

Every person's story is unique, and we take the time to understand it. We ask why and dig deeper to uncover the bigger picture. With open arms and open minds, we foster safe and nurturing spaces where children, young adults, families, and communities feel fully supported. We listen without prejudice and respond with care, helping people rewrite difficult chapters into stories of growth, resilience, and limitless possibilities.



## EMPOWERING COMMUNITY

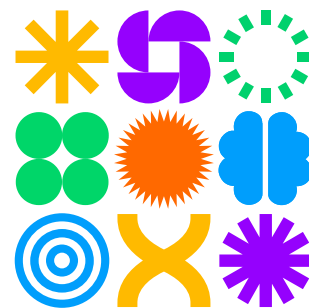
We are a thriving village where every voice matters, and everyone is valued. By embracing diversity in all its forms, we foster an enriching environment where individuals feel seen, heard, and supported around the clock. This applies to families, communities, and our people as well as children and young adults, with a deep sense of belonging echoing throughout everything we do.



## VISIONARY THINKING

We know that to inspire others, we must feel inspired. That's why we set the highest standards. We lead by example, role modelling behaviours that help shape those around us. With enthusiasm, optimism, and unwavering belief in children, young adults, and our people, we nurture an environment where everyone is empowered to surpass what they thought possible. Our shared purpose, expert knowledge, and passion for progress drive us to build something even bigger than ourselves.

# SUSTAINING EXCELLENCE: THROUGH CARE AND CONSISTENCY

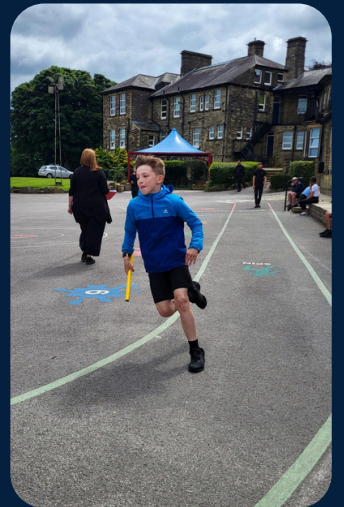


Defining milestones this year came with Ofsted inspections of our Boothroyd Therapeutic Children's Home in March 2025 and our residential provision in June 2025, where we were once again judged 'Outstanding' in all areas. This sustained success for 22 consecutive years speaks powerfully to our culture rooted in trust, high expectations, and unwavering care.

Inspectors highlighted the warmth, safety, and personalisation that defines daily life at the Foundation, praising the welcoming environment where students feel known, valued, and supported.

This achievement belongs to our entire community; our staff, our students, and our families and reflects the strength of our partnerships and our shared belief in every young person's potential.





# HEALTH & THERAPIES: CULTIVATING WELLBEING

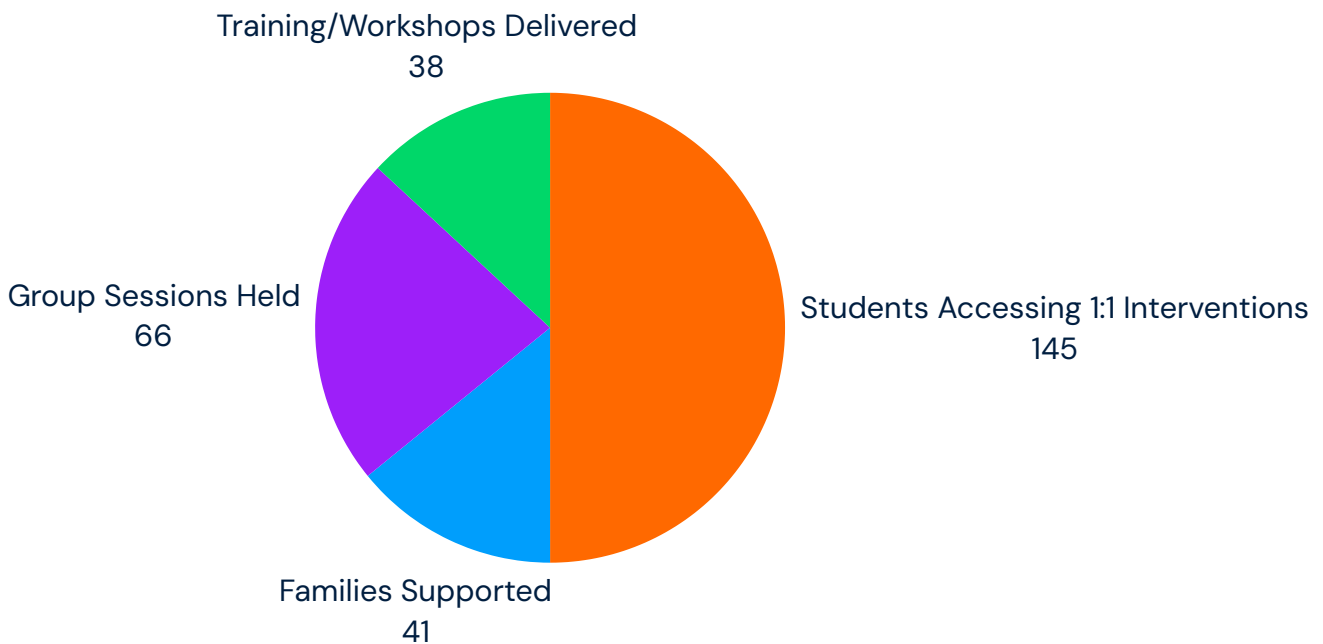


## INTEGRATED HEALTH, THERAPY, AND WELLBEING

The wellbeing of our community remains central to our work. This year our health, therapies, and families' teams converged into a single multidisciplinary service, supporting a truly holistic approach.

Clear tiers of intervention and referral pathways have made access transparent and inclusive, ensuring staff and families can easily understand and engage with available support. Whether through therapeutic provision, educational practice, or family engagement, our approach ensures that wellbeing is championed across every area of the Foundation.

### THERAPEUTIC REACH



## NURTURING WELLNESS

The introduction of the Safe and Sound Protocol has demonstrated hugely successful results, with participants and their families reporting less emotional dysregulation and our children and young adults being more open to support and connection.

Participants in our health and fitness programme has led to meaningful and visible increases in children and young adults confidence, self-belief and communication skills.

Daily independence quietly increased through shared breakfasts, group games, and successful personal hygiene and toothbrushing routines.

## CHILDREN AND YOUNG ADULTS

Emotional and physical wellbeing remains at the heart of our work across the Foundation.

Our children and young adults engaged in reflective activities for World Mental Health Day and Children's Mental Health Week, exploring emotional literacy, mindfulness, and self-understanding.



School students benefited from visits from authors and creative discussions about valuing different minds and College learners engaged in mature, respectful conversations about relationships, safety, and personal responsibility through external workshops.

## FAMILY VOICE

Over the past 12 months, as part of our whole-school family initiative, we have introduced our Family Mornings. These events warmly welcome families into school to connect with class teachers, explore student achievements, and celebrate successes together. They also provide a valuable opportunity for parents and carers to ask questions and gain a deeper understanding of their child's journey at the Foundation.



The response has been overwhelmingly positive, with attendance continuing to grow. To ensure inclusivity, we also hosted a family morning in Northeast Lincolnshire, enabling families further afield to take part.

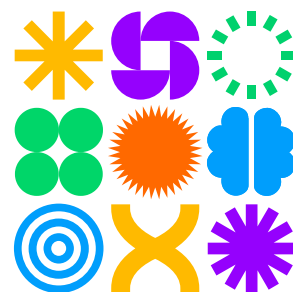
Moving forward, these events will be held twice a year both onsite and regionally. Feedback has been highly encouraging:

*"A really wholesome afternoon, a great idea for the parents who don't live as close to the school to still be involved. Lovely to catch up with staff, and amazing to see my child's workbooks - you can see how much work the staff put into the boys and how much they care."*

**Parent, NE Lincolnshire**



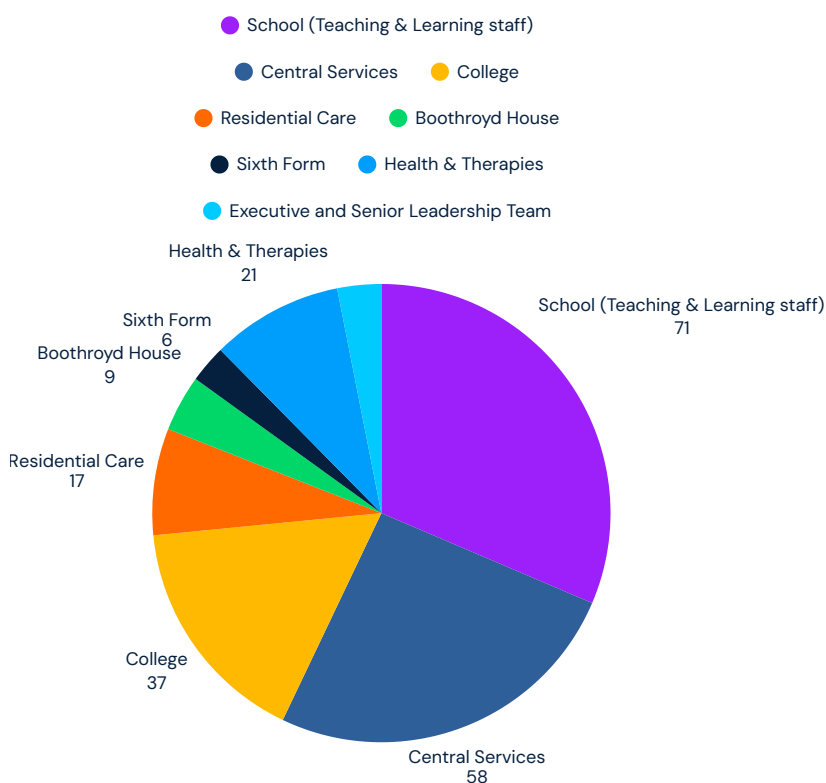
# OUR COMMUNITY: STUDENTS AND STAFF



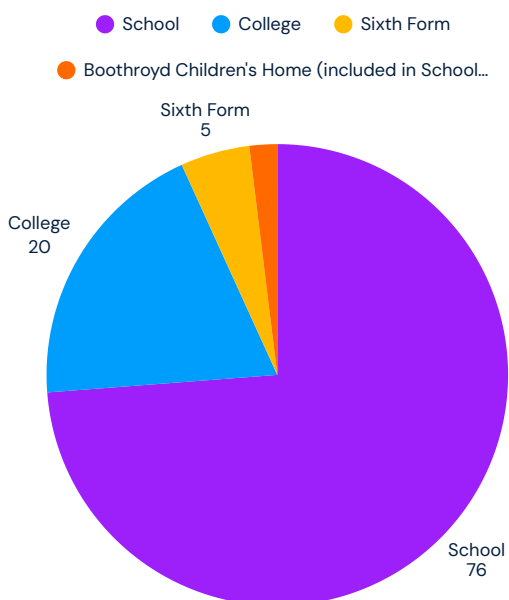
We are a Foundation built on compassionate curiosity and collaboration.

Below illustrates the dedicated individuals who make up our thriving community.

## STAFF DISTRIBUTION BY PROVISION (TOTAL STAFF: 226, AS OF AUGUST, 2025)



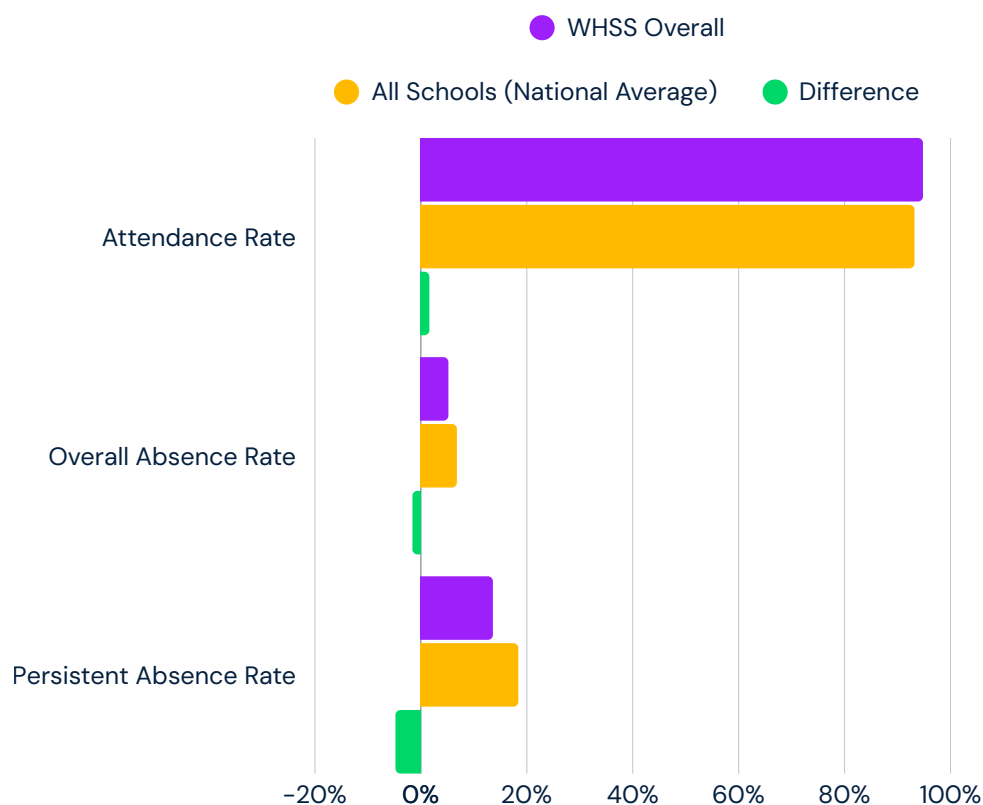
## STUDENT DISTRIBUTION BY PROVISION (TOTAL STUDENTS: 103)



# STUDENT ATTENDANCE: COMMITMENT TO ENGAGEMENT

At our school, sixth form, and college, we are committed to an inclusive approach to attendance that recognises the diverse challenges our children and young adults may face. We foster a warm and compassionate environment where every young person feels seen, supported, and valued. At the same time, we maintain clear expectations and a rigorous focus on regular attendance, knowing that consistent engagement is key to academic success and personal growth.

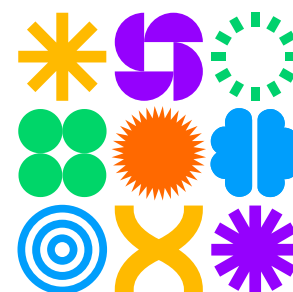
Through open communication, early intervention, and tailored support, we work in partnership with our young people and families to ensure everyone has the opportunity to thrive.



## Key Attendance Insights:

- Our overall school attendance is 5.6% higher than other state-funded special schools in England.
- Our overall secondary school attendance is 0.7% higher than mainstream secondary schools in England.
- Our secondary school Persistent Absence rate (PA rate) is 8.3% lower than mainstream secondary schools in England.

# STUDENT OUTCOMES: BESPOKE, ACADEMIC AND VOCATIONAL PATHWAYS



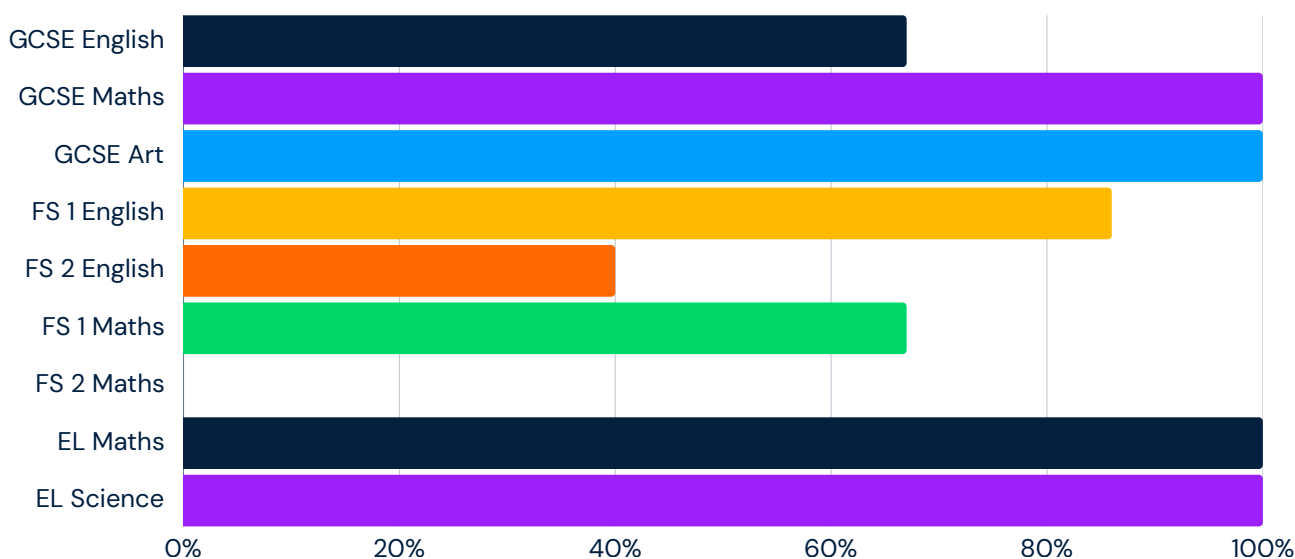
Through a wide range of academic and accredited award pathways, students are supported to engage in learning that is purposeful, motivating and relevant to their future aspirations. As a result, many learners are currently working towards, or have successfully completed, the following qualifications:

AS/A Levels	BTECs
AS Art & Design	BTEC Art & Design Skills Level 2
A Level Film Studies	BTEC Level 1/Level 2 Tech Award in Art and Design Practice – (one year)
National diploma in creative media practice	BTEC FIRST Information & Creative Technology L1/2
Extended project qualification	BTEC Level 3 National Certificate in Performing Arts
	BTEC Level 3 National Certificate in Art and Design (one year)
Other Quals	Arts Awards
Sports Leadership Level 1	Bronze Arts Award: Level 1 Award in the Arts
D of E Bronze, Silver & Gold	Silver Arts Award: Level 2 Award in the Arts
Unit Award Scheme Entry Level to Level 2	Gold Arts Award: Level 3 Award in the Arts
WHSS Bacc	
Learning in the Outdoors Level 1	
Entry Levels	
Entry level FS English	
Entry Level Maths	
Entry Level Step Up to English (Silver & Gold)	
Entry Level Science	
Hospitality ELC3 Introduction	
Skills for Life EL2-3	
Construction ELC	
Life & Living Skills from Entry level 1 Introductory Award up to Entry level 3 Diploma Extended Certificate	

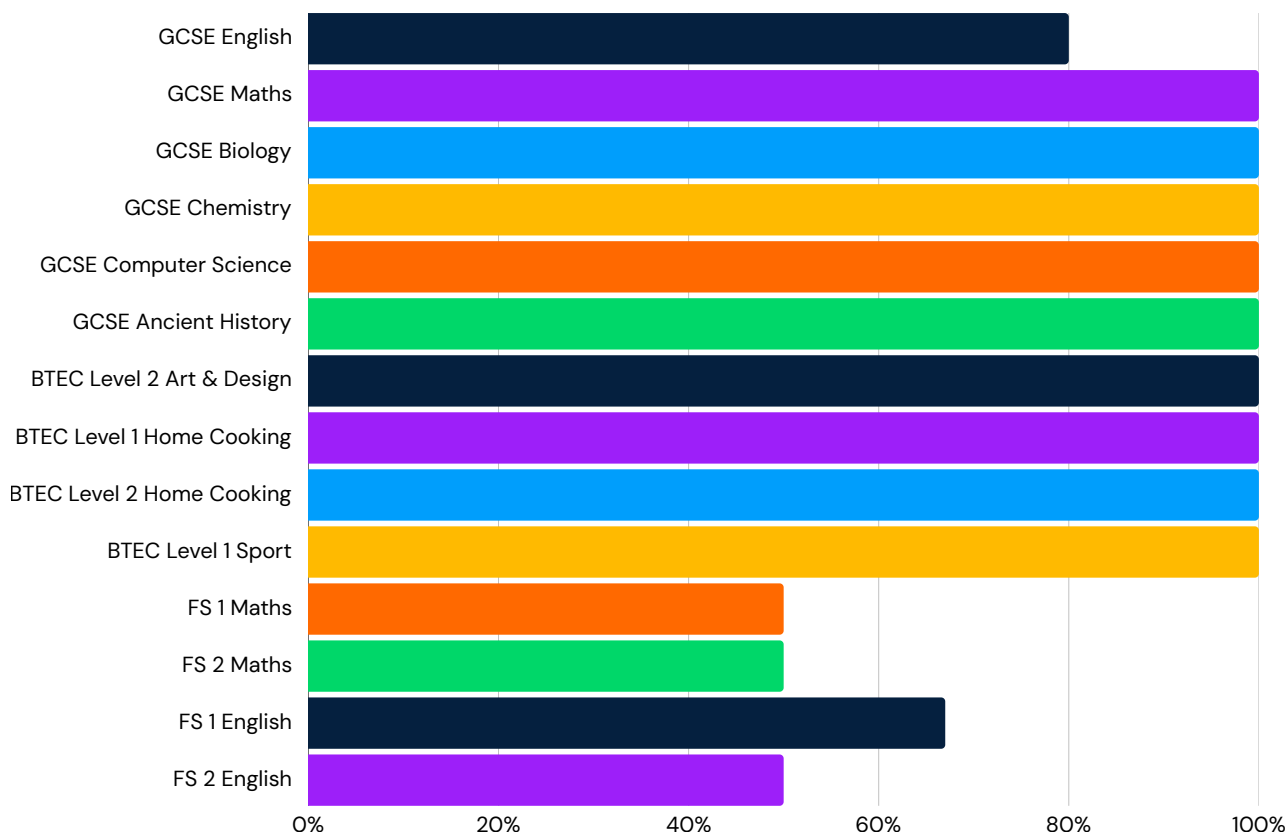
The 2024–2025 academic year was marked by strong outcomes and achievements across the William Henry Smith Foundation, demonstrating resilience and growth in both academic and vocational pathways.

Destination data shows that the vast majority of our leavers move on successfully to further education, apprenticeships, or employment. We are proud of their resilience and ambition, and of the dedicated staff who guide and support them through each step of their journey.

## SCHOOL RESULTS



## COLLEGE RESULTS



# EMPOWERING FUTURES: CAREERS, CONFIDENCE AND ASPIRATION



Preparing students for life beyond the Foundation remains a central commitment.

This year marked a significant step forward, with the Specialist College successfully passing its first careers quality assurance review, recognising the strength of its careers education and guidance.

## REAL WORLD EXPERIENCES

College learners accessed meaningful real-world experiences, including voluntary work at Royal Armouries and specialist placements such as SMJ Falconry, where one student achieved an exceptional 98% assessment score. Looking ahead, five students have applied for the Greene King SEN Internship Programme starting in September.



In School, students explored future pathways through carefully planned work experience, including placements as DT and Science technicians and within local fitness centres. These opportunities helped students build confidence, understand workplace expectations, and imagine future possibilities.



## EXPLORATION, GUIDANCE, AND ASPIRATION

Our whole-Foundation Careers Day brought School and College students together to explore diverse industries such as cyber security, forensic science, robotics, and engineering.

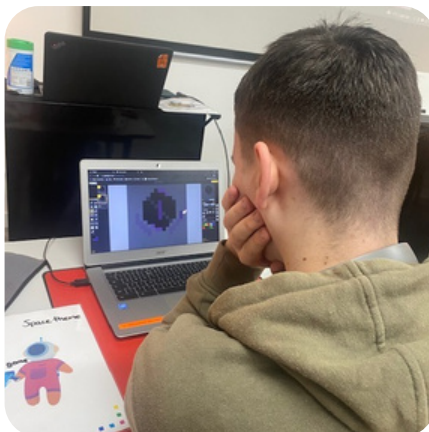
Personal stories from visiting professionals inspired reflection and aspiration, while individual careers interviews and mock applications supported students to develop practical skills, confidence, and self-belief.



# LEARNER PROGRESSION: DESTINATIONS

Our Upper School, Sixth Form and College learners continue to thrive, with successful transitions into our WHS Specialist College and other institutions, enabling access to a broad range of high-quality academic and vocational pathways.

- One learner has secured an Apprentice Software Engineer role with Lloyds Banking Group, currently studying at Level 4 and progressing to Level 6 (bachelor's degree).
- Students successfully transitioning to our Specialist College are studying a broad academic curriculum, including GCSEs in English Literature, Higher Level Mathematics, Statistics, Art, and History.
- One learner is attending Shipley College, studying a T Level in Games Design (Level 3).
- Two college learners are currently completing their Extended Projects in preparation for university entry, and we are delighted to report that both have already received unconditional offers from York St John University, to study Politics and History.



# CELEBRATING ACHIEVEMENT: LEARNING AND PROGRESS AT EVERY STAGE



Throughout the year across School and College, students demonstrated resilience, focus, and pride in their learning, achieving outcomes that reflect both academic growth and personal development.

## ACADEMIC AND VOCATIONAL SUCCESS

Students showed strong commitment across vocational and academic pathways. All students successfully achieved their BTEC Level 1 and Level 2 Home Cooking Skills qualifications, building independence and confidence through practical application.

At the same time, School students continued to develop essential life and learning skills through structured practical tasks that support future accreditation and independence.



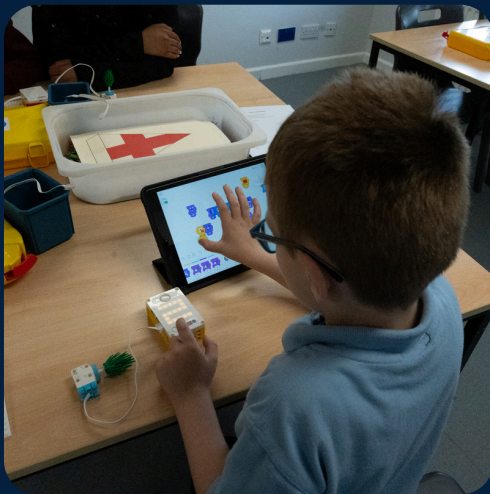
In Science, students approached their GCSE Biology and Chemistry studies with determination, making use of specialist facilities at Brighouse Sixth Form to revisit required practicals.

School students worked toward Entry Level accreditation through Physics investigations, exploring forces, energy, and measurement in hands-on, accessible ways. Students beginning GCSE Physics also applied their learning creatively by designing thermos flasks, bridging theory and real-world problem solving.

## CREATIVE ARTS, MEDIA, AND INNOVATION

Creativity flourished across the Foundation. Three students achieved their BTEC Level 2 Art and Design qualification and are now confidently planning progression to GCSE and AS Level Art.

Students working toward Arts Award Gold and Silver demonstrated impressive independence through ambitious projects, including designing and marketing their own board game, Omniglot.



In Media and Engineering, students stretched technical boundaries coding original games in Python, designing digital assets, and even building and adapting a fully working jet engine as part of a joint Literacy and Engineering project. These moments remind us just how powerful curiosity and opportunity can be.

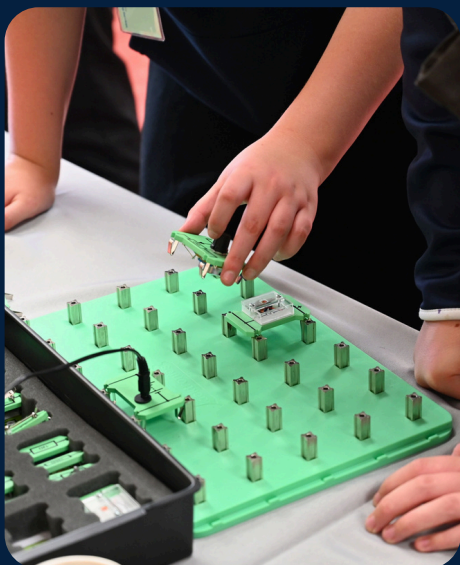
This year's vocational programme offered rich, hands-on opportunities in horticulture, animal care, catering, and design technology. Inspirational visitors including a tree surgeon, personal trainer, engineer, author, and fashion designer shared their expertise and broadened students' career horizons.



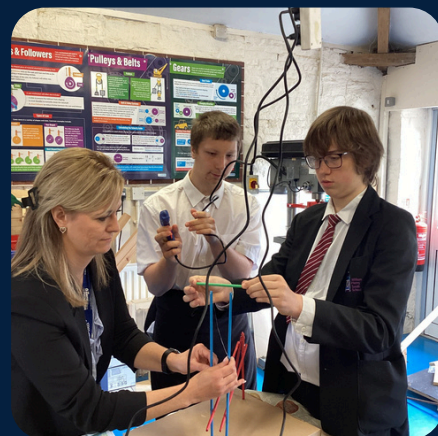
Whole-school events such as our Art and DT Exhibition, Maths Day, and World Book Day celebrated creativity and learning.

## PRACTICAL SKILLS AND HANDS-ON LEARNING

Practical learning remained central to both School and College. Students completed Design Technology clock projects towards Entry Level Skills for Life qualifications, while others developed woodworking, electronics, and plumbing skills from soldering USB torches, to mastering compression joints.



These experiences fostered independence, problem-solving, and pride in tangible achievement.



## ENRICHING EXPERIENCES AND GROWING INDEPENDENCE

Experiential learning continued to play a vital role in developing confidence, resilience, and teamwork across the Foundation.



From conquering the Three Peaks Challenge and climbing Ingleborough, to navigating canoe expeditions along the River Calder for Duke of Edinburgh Bronze, students showed grit, cooperation, and pride in their achievements. These moments, pitching tents, cooking independently, reading maps are transformational experiences.



Cultural experiences brought our community together, from celebrating the 80th anniversary of VE Day, to sharing food, stories, and traditions during our Around the World evening. Trips such as the London Comic Con overnight stay fostered confidence, friendship, and joy.

## QUALITY OF LIFE

Personal development was further supported through bespoke Quality of Life activities — from motor mechanics and construction workshops to boxing, rock climbing, and social gaming. Long-standing initiatives, such as the College Dungeons & Dragons campaign, continued to nurture communication, collaboration, and confidence.

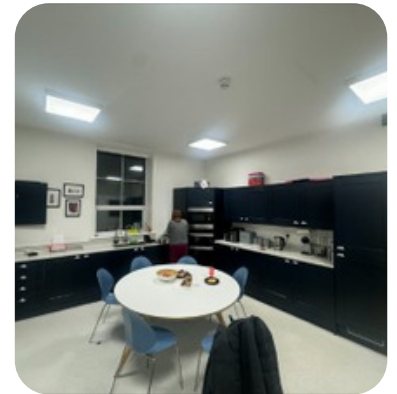
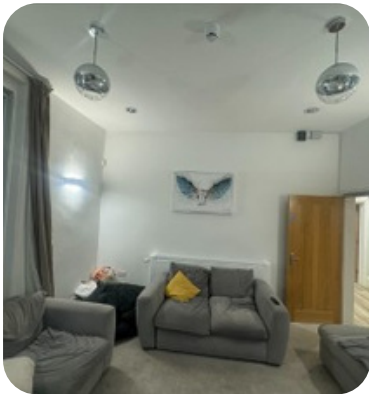


# NURTURING ENVIRONMENTS: BOOTHROYD HOUSE



Boothroyd House continues to be a happy, caring home where our boys feel safe, supported, and valued. Nearly two years of consistent care, with familiar faces and steady routines, has helped create a place where young people can relax, be themselves, and feel secure.

Relationships are at the heart of everyday life here, and the year has been full of smiles, laughter, and shared experiences. From days out and holidays to creative activities and everyday moments, the boys have enjoyed trying new things, building friendships, and making happy memories together.



## AWARDED OFSTED OUTSTANDING CHILDREN'S HOME IN MARCH 2025

*"Children have amazing experiences living in the home. Staff meticulously plan experiences that children enjoy but that also support their progress and help them build important skills. One child has a season ticket for a local football club, and he very proudly showed a shirt he received from the goalkeeper at a recent game. This was thanks to a sign that he made with staff."*

**Ofsted Inspector**



# CREATING CONNECTION, BELONGING AND OPPORTUNITY: RESIDENTIAL CARE

Our Ofsted Outstanding Residential Care provision continues to be a vibrant, nurturing community that supports children and young people to thrive. Building on its established reach beyond residential care, this year has seen a deepening of opportunities for day students and their families to connect, learn and grow alongside residential peers.

*"The loving environment that staff create across the whole school enables students to thrive, both in residence and in their learning."*

*"We think that ALL the staff at the school really do care about you all, and they want the best for you, and your parents and carers. We think that your School is Outstanding, and that is really cool."*

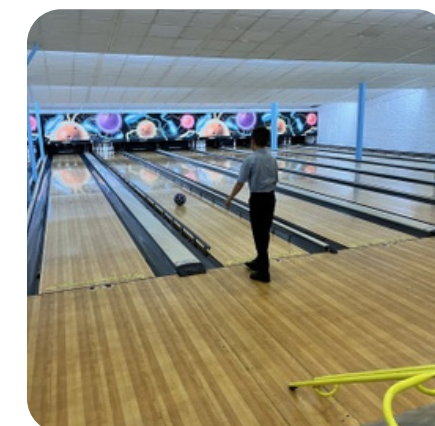
*"Keep on as you are doing guys, because you are all doing great."*

**Ofsted Inspectors**

Through enriching evening experiences, weekend outreach and family-inclusive activities, children have strengthened friendships, developed new skills and grown in confidence within a safe and supportive environment.



This sustained, inclusive approach has further strengthened relationships, fostered belonging and ensured that meaningful learning and connection extend across the whole school community.



# STUDENT AND LEARNER VOICE: INFLUENCING OUTCOMES



Student and learner voice continues to be at the heart of our work. Through school councils, learner forums, and residential groups, children and young adults have shaped decisions on uniform, curriculum enrichment, facilities, events, and policies.

Their contributions have led to new opportunities such as vocational workshops, community projects, and creative showcases such as Bill Smith's Got Talent, launching in 2025.

## WHAT STUDENT VOICE HAS SHAPED IN 2024 – 2025

### UNIFORM

The design of uniforms, the type of uniform and how the branding appears on their uniforms.



### ADVENTURE PLAYGROUND

The layout and what it should include.



### OUTSIDE FARMHOUSE

What facilities it should include and how it should be designed.



### FUTURE TRIPS

College learners worked together to plan for travel and scheduling for a 2025 Paris trip.



# RECOGNISING OUR STAFF: STAFF DEVELOPMENT

Our workforce remains central to delivering high-quality care, education, health and therapeutic support.

## STAFF DEVELOPMENT AND VOICE

This year focused on strategic Learning and Development initiatives. A whole-Foundation L&D Day championed Neurodiversity, reinforcing our commitment to inclusive, neuro-affirming environments and practices.

We transitioned all boy-contact staff to PRICE Training from Team-Teach, aligning better with our trauma-informed, person-centered ethos.

The migration of Performance Development Reviews onto BlueSky gives colleagues greater ownership of their goals, with 100% of staff now on the system.

Our Staff Voice highlights strong connection and commitment:

- “I care about the problems of the students”
- “The work we do is in tune with the concerns of children and their families”
- “I really enjoy my job and the scope it gives me to explore new ideas and approaches with support and contributions from my colleagues. My friends envy my job!”
- “When I need to ask for help there is always someone available to talk to, in whatever capacity”.



Staff took part in celebrating key events throughout the year including World Mental Health day, Children In Need and Project “Can’t Say I’m Fine”, providing us with an opportunity to think more about how we are feeling and to share our feelings with others.

# IMPROVING OUR SPACES: ESTATE DEVELOPMENTS



We have invested significantly in our estate, ensuring that our learning and living environments are safe, modern, and inspiring. This includes improvements to teaching spaces, residential areas, and outdoor facilities.



# INTERNAL SPACE UPDATES

Alongside improvements to our external environments, we continue to ensure that our internal spaces provide a nurturing, inclusive and holistic setting, with the development and learning of our children and young adults at the heart of everything we do.

Over the past year, we are pleased to have delivered a number of enhancements across the Foundation, strengthening our environments to better support wellbeing, independence, high-quality learning and play.

**NEW BEGINNINGS:** Our Early Years (EYFS) welcome space was refreshed and relocated to a new on-site location, providing a warm and engaging start for our youngest learners.

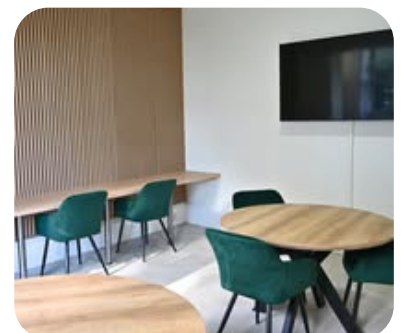


**NEWTON:** In our sixth form residential provision Newton, there have been updates to the environment to provide calm, modern and welcoming spaces, including the addition of a bespoke cinema room.



Updates to our conference room

A new sixth form study space



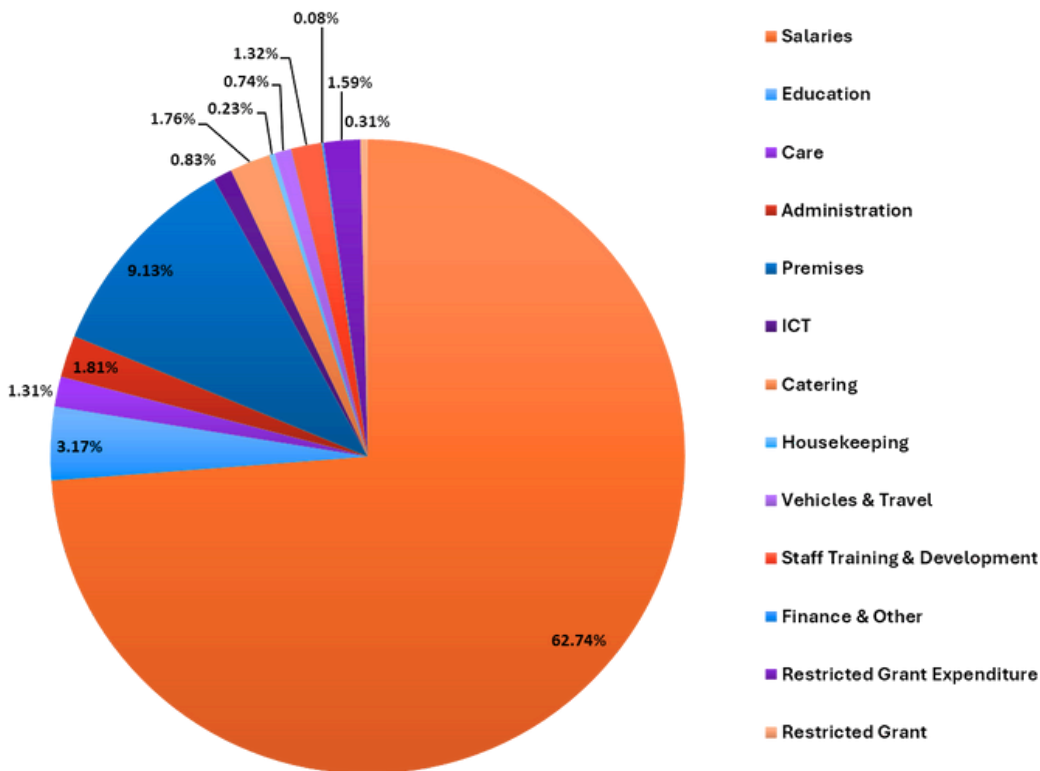
# MONETARY HIGHLIGHTS: FINANCE AND RESOURCES



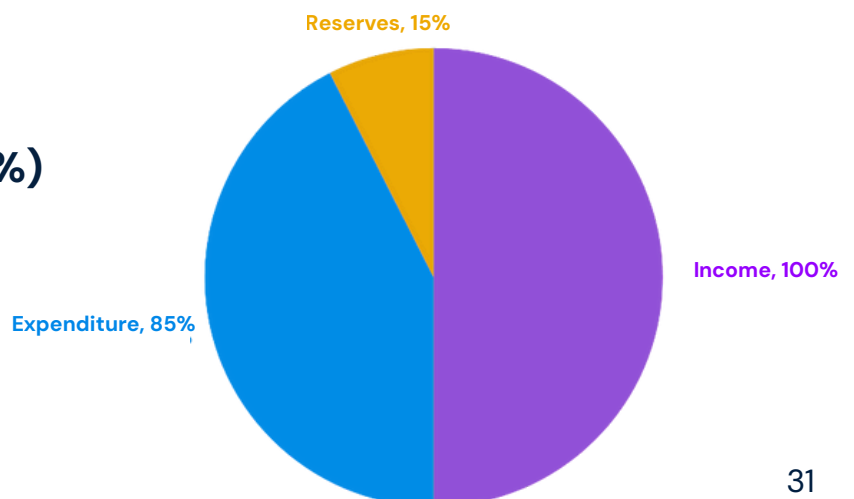
The Foundation continues to operate with strong financial discipline. Income is carefully managed to ensure the sustainability of our provision, while expenditure reflects our priorities: delivering high-quality education, care, health and therapeutic support.

Significant capital investments this year include estate developments and learning resources designed to enhance the experiences of our children and young adults.

## EXPENDITURE AS A PERCENTAGE OF INCOME (%)



## FINANCIAL HIGHLIGHTS (%)



# FUTURE:

# STRATEGIC PLANS

Our strategic plan is a bold step forward, aiming to extend our reach and impact, ensuring more young people can access the care, education and health they deserve.

The Foundation Improvement Plan (FIP) for 2025–2026 sets our aims and objectives for the year ahead, guided by the voices of our staff, students, and families.

## OUR DIRECTION IS GUIDED BY SEVEN CRITICAL SUCCESS FACTORS:

1. Quality of Education, Care, Health, and Therapeutic Provision
2. Safeguarding, Health & Safety, and Wellbeing
3. Financial Sustainability
4. Staff Recruitment, Retention, and Development
5. Strategic Partnerships and Stakeholder Relationships
6. Governance and Leadership Effectiveness
7. Operational Resilience and Risk Management



## Foundation Improvement Plan 2025–2026

Our Foundation Improvement Plan for 2025–2026 highlights our clear priorities for continuous improvement across education, care, health, staff development, family engagement, and sustainability and is guided by the voices of our community. Our special interest groups regularly meet to monitor the progression of the objectives identified through the FIP.

You can view the full plan on our website.

# THANK YOU




We are immensely proud of the collective achievements across the William Henry Smith Foundation during 2024–2025. This report is a testament to the hard work, creativity, and commitment of our staff, governors and trustees, the resilience of our children and young adults, and the invaluable partnership of our families and stakeholders.


Together, we will continue to build brighter futures.



## Contact Information:

 William Henry Smith Foundation, Boothroyd Lane, Brighouse, HD6 3JW


 01484 710123

 [general@whsfoundation.org.uk](mailto:general@whsfoundation.org.uk)


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