



**William Henry
Smith Foundation**

**Self-Evaluation:
William Henry Smith School
& Sixth Form
Academic Year 2025/26**



**William Henry Smith
School and Sixth Form**



This self-evaluation for the 2025/26 academic year outlines our commitment to continuous improvement, drawing directly from the Foundation Improvement Plan (FIP) 2025–2026 and the School Improvement Plan (SIP) 2024. It demonstrates how our planned actions will further embed our core values of collaboration, integrity, curiosity, empowerment, and visionary thinking, and align with the new Ofsted criteria to surpass our already outstanding specialist provision.

1. Curriculum and Teaching

Our curriculum and teaching are currently judged as *outstanding*.

We provide an ambitious, knowledge- and skills-rich 24-hour curriculum that is truly personalised, integrated, and thematic, ensuring deeper engagement and retention for all students. Our approach is informed by a deep understanding of neurodiversity and a strengths-based model, aiming to diminish learning barriers and increase knowledge. We have made significant progress in embedding the ['Evidence for Learning'](#) (EfL) system to track and celebrate progress across all subjects and have initiated dyslexia training and assessments. Our SIP also highlighted a need to continue improving the consistency of outstanding teaching, especially in English and mathematics, and to maximise attainment and progress to diminish differences from national averages.

FIP 2025/26 Objectives & Actions:

- Champion Excellence in Teaching and Learning Through Supportive Quality Assurance (1.1): We will implement peer observation and coaching, use learning walks for constructive feedback, promote student reflection through journals, tailor CPD based on observed needs, and improve data analysis to inform practice. We will also introduce ['Hand on Heart' grades](#) as a reflective tool for aspirational targets and design strategic away days to drive educational leadership.

- Enhance Oracy Opportunities Across the Curriculum (1.2): This includes embedding structured talk routines, training staff in dialogic teaching and oracy frameworks, hosting oracy-rich events, and utilising the Speech and Language Therapy (SaLT) team's expertise to embed communication-supportive strategies. Oracy development will be tracked and celebrated through observation, student voice, and targeted progress monitoring.

- Empower Futures: Personal Development, Vocational Skills, and Real-World Preparation (1.6): We plan to audit the curriculum for creativity and inclusion, strengthen our [Artsmark offer](#), introduce creativity weeks, expand the use of our farm for vocational learning, embed play based [EYFS curriculum](#) approaches, and broaden life skills learning for independence and wellbeing. Rigorous destination tracking and data analysis will evidence sustained positive outcomes.

- Drive A Fully Neuroinclusive Culture Across Our Foundation, Placing Dyslexia Inclusion at The Heart of Our Policy, Practice, and Services for All (1.10):



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This includes becoming an accredited Dyslexia Friendly School, completing dyslexia screening for all students and inviting staff, publishing a robust dyslexia policy, establishing a cross-disciplinary team, and developing a [dyslexia provision map](#) with transdisciplinary collaboration. We will champion the removal of logistical and technological barriers by ensuring access to effective assistive technologies.

- Enhance Specialist Provision: Establishing the Fifth Pillar of the Foundation (3.4): We will identify opportunities for integration, develop a business plan structured around diagnosis, formalise the inclusion of health and therapy services (OT and SaLT) as core components of education and care planning, and introduce psychological support pathways tailored to neurodiverse profiles.

Alignment with New Ofsted Criteria: These FIP objectives directly address Ofsted's expectations for Curriculum and Teaching, focusing on designing an ambitious, broad, and balanced curriculum, effective delivery across all subjects and key stages, and securing strong foundations in communication, language, reading, writing, and mathematics. Our commitment to neuroinclusion (1.10) and specialist provision (3.4) ensures the curriculum is "adapted to their needs", reflecting high expectations for pupils with SEND. The emphasis on oracy (1.2) explicitly addresses teaching pupils how to "communicate effectively through spoken language". The use of data analysis and 'Hand on Heart' grades (1.1) demonstrates effective assessment to inform teaching and learning and "accurately identifies any gaps in pupils' foundational knowledge". The focus on vocational skills and real-world preparation (1.6) ensures pupils gain "knowledge and skills incrementally to reach its stated aims" and are prepared for later life.

Self-Evaluation Statement for 2025/26:

Building on our established excellence, the FIP 2025/26 will ensure our Quality of Education remains outstanding. By championing teaching excellence, enhancing oracy, and driving a fully neuroinclusive culture, we will continue to provide a personalised, integrated, and academically rigorous 24-hour curriculum. The strategic integration of therapeutic support and a focus on vocational skills will empower all learners to achieve their full potential, particularly those with complex needs. Our robust quality assurance and assessment practices, including the widespread use of EfL and dyslexia screening, will ensure that learning gaps are swiftly identified and addressed, further diminishing differences from national averages. We are confident in demonstrating an exceptional standard in curriculum and teaching, with highly effective and responsive pedagogy that transforms the learning of all pupils.



2. Attendance and Behaviour

Our Attendance and Behaviour is currently judged as outstanding.

Our school fosters a calm, orderly, respectful, and supportive environment, with consistently above-national-average attendance and sustained improvement in behaviour from individual starting points. [The Quality of Life \(QoL\)](#) framework and Positive Behaviour Support (PBS) are deeply embedded, focusing on independence, social participation, and well-being. Since February 2025, there have been no incidents of physical intervention, missing episodes, medication errors, or bullying, reflecting a safe environment. [The 'One Plan'](#), designed to streamline support, has been developed, with staff training completed and a 'go live' date of September 2025.

FIP 2025/26 Objectives & Actions:

- Embed the 'One Plan' to Personalise Support and Safeguard Every Learner (1.7):
This involves providing training on co-producing One Plans, linking them to daily teaching, care, and pastoral practice, regularly reviewing plans with student and family input, and monitoring outcomes.
- Advance Inclusive Attendance Through a Relational Approach (1.8):
Actions include training staff in inclusive attendance methods, appointing attendance champions, working with families to co-create flexible, needs-led approaches, using data for targeted interventions, and celebrating incremental progress.
- Embed Co-Regulation and Body-Based Strategies to Support Wellbeing and Readiness to Learn (1.9):
This will involve delivering staff training on movement-based regulation strategies, piloting daily regulation routines in classrooms and residential care, sharing simple tools (movement cards, visual prompts), and having OT specialists design personalised sensory diets.

Alignment with New Ofsted Criteria: These FIP objectives align strongly with Ofsted's Attendance and Behaviour criteria. The 'One Plan' (1.7) will ensure "clear policies for attendance and behaviour that are applied effectively and proportionately" and facilitate proactive monitoring. Our relational approach to inclusive attendance (1.8) directly addresses "prioritising pupils' attendance and punctuality" and engaging "with parents, local authorities and other agencies". Embedding co-regulation (1.9) contributes to creating a "calm, orderly, respectful, supportive and positive environment", and supports pupils in "managing their own emotions and resolving conflict". Our SIP's emphasis on PACE and trauma-informed practice further ensures staff "know, support and care about pupils" and adapt approaches to meet individual needs.



Self-Evaluation Statement for 2025/26:

In 2025/26, we will maintain our outstanding behaviour and attitudes by fully embedding the 'One Plan' for personalised support, ensuring seamless communication and consistent, needs-led interventions across all settings. Our relational approach to inclusive attendance, supported by attendance champions and tailored family engagement, will further improve engagement and attendance for all, particularly vulnerable pupils. By embedding co-regulation and body-based strategies, we will empower students with enhanced emotional regulation and readiness to learn, fostering an even deeper sense of safety and belonging. This integrated strategy, building on our sustained record of positive behaviour and absence of serious incidents, ensures we meet an exceptional standard, having a transformational impact on how all pupils achieve and flourish.

3. Personal Development and Well-being

Our Personal Development and Well-being provision is currently outstanding.

QoL is central to everything we do, fostering lifelong learning through [diverse cultural experiences](#) and healthy lifestyles, with a strong connection between physical activity and mental wellness. We prioritise student well-being through structured routines, celebrating individual strengths, and cultivating acceptance and optimism. Emotional coaching is a cornerstone, empowering students to navigate their emotions. The 24-hour curriculum and residential care experiences significantly contribute to cultural capital and personal growth. [Mindfulness](#) has been introduced, and student voice is regularly sought.

FIP 2025/26 Objectives & Actions:

- Strengthen Residential Care through Compassionate Practice (1.4):
Actions include embedding a holistic, psychologically informed framework, developing routines that mirror stable family environments, actively involving young people in shaping routines, ensuring strategic annual plans for weekend programmes, and providing residential care staff with regular reflective supervision and professional development tailored to therapeutic care.
- Embed Co-Regulation and Body-Based Strategies to Support Wellbeing and Readiness to Learn (1.9):
As noted above, this enhances emotional regulation and body awareness, boosting wellbeing and readiness to engage in learning.
- Empower Futures: Personal Development, Vocational Skills, and Real-World Preparation (1.6):



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This objective includes connecting learners with volunteering, work experience, and tailored post-16 pathways, as well as celebrating progress through portfolios and showcase events.

- Embed Student and Family Voice in Decision-Making (2.7):

We will run regular student voice/councils and family forums, use surveys and creative methods for feedback, share impact through newsletters, and involve families and students in policy and curriculum design.

- Prioritise Holistic Health and Wellbeing (2.8):

Actions include regular health checks, integrating nutritional psychology, offering therapeutic interventions (e.g., sensory diets, movement breaks), modelling healthy choices, and providing staff training on holistic health support.

- Create Enabling Environments That Inspire Growth and Belonging (4.1):

We plan to review learning spaces, conduct EDI assessments to remove barriers, develop sensory-friendly quiet spaces and wellbeing zones, and improve outdoor environments.

Alignment with New Ofsted Criteria: These FIP objectives comprehensively address Ofsted's Personal Development and Well-being criteria. The emphasis on compassionate residential care (1.4), co-regulation (1.9), and holistic health (2.8) directly contributes to "promoting pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive". Empowering Futures (1.6) supports "developing the knowledge and skills they need for participation and success in later life", including careers education. Embedding student and family voice (2.7) ensures "pupils' views and aspirations are included in decision-making" and fosters a sense of belonging. Creating enabling environments (4.1) further reinforces the commitment to pupils' well-being and sensory needs. Our SIP's focus on character, virtues, and emotional coaching ensures we are "developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity" and "develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy".

Self-Evaluation Statement for 2025/26:

Our personal development and well-being provision will continue at an outstanding level in 2025/26, further enhanced by the FIP objectives. By strengthening compassionate residential care, embedding co-regulation, prioritising holistic health, and empowering futures through vocational skills, we will provide a comprehensive and deeply personalised programme. The robust integration of student and family voice, alongside the creation of enabling environments, will ensure all pupils, particularly those with complex needs, feel valued, respected, and equipped to thrive emotionally, socially, and physically. We are confident this will demonstrate an exceptional standard, having a transformational impact on pupils' well-being and their readiness for life beyond school.



4. Leadership and Management

Leadership and Management are currently rated as outstanding.

Our vision is clear, with a culture of high expectations and a commitment to continuous improvement. The Foundation is dedicated to proactive, leading-edge learning and development, aiming to become a Centre of Excellence in SEMH. Our robust staffing structure supports individual pathways and continuous learning. We hold a strong commitment to continuous improvement through robust quality assurance, effective policies, and streamlined processes, underpinned by psychological awareness and active governance. We have established effective recruitment, induction, and CPD strategies that foster an inclusive, intergenerational, and neurodiverse workforce.

FIP 2025/26 Objectives & Actions:

- [Grow Governors' Understanding of Specialist Education and Provision \(2.4\)](#): This involves offering specialist-focused CPD for governors, inviting them into classrooms and events, sharing regular impact stories, and facilitating reflective dialogue between governors and staff. The Special Interest Groups will serve as a consistent platform for collaborative working.
- [Strengthen Professional Learning Pathways for Staff \(2.5\)](#): We will develop a visual CPD and progression pathway, provide mentoring and coaching, offer SEND-specific and creative teaching development, recognise achievements, encourage self-reflection, and foster co-led CPD.
- [Strengthen Internal Communication and Connection \(2.9\)](#): Actions include ensuring all staff use the "Language of Kindness", providing visual aids and Augmentative and Alternative Communication (AAC) tools, using Tiers of Intervention to update communication needs, offering neuro-affirming communication training, establishing clear communication between senior and middle leaders, and sharing an annual 'Structure of the Year'.
- [Strengthening People and Processes for Organisational Excellence \(2.10\)](#): This involves maintaining up-to-date DBS checks, supporting staff well-being through mental health initiatives and flexible working, streamlining recruitment, providing managers with training, and regularly reviewing HR policies.
- [Enhance Digital Integration for Seamless Support and Collaboration \(3.1\)](#): We will embed and align key online systems (CPOMS, BlueSky, EFL, Bromcom, SharePoint, ClearCare), deliver staff training, develop easy-access guides, appoint digital champions, and regularly review usage.
- [Strengthen Business, Finance, and Legal Foundations for Long-Term Sustainability \(3.2\)](#): This includes building internal legal and HR knowledge, using EDI surveys, reviewing



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financial systems and forecasting, strengthening financial oversight, ensuring employment law compliance, and reviewing all policies for clarity and legal compliance.

- Finance Improvement and Control (3.3): We will develop customised budgets, provide training to budget holders, deliver clear financial reports, automate key financial processes, and establish standardised checklists and procedures.

Alignment with New Ofsted Criteria: These FIP objectives directly address Ofsted's Leadership and Governance criteria. Growing governors' understanding (2.4) enhances their ability to "support and challenge the school's leaders effectively". Strengthening professional learning pathways (2.5) directly supports "a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration". Strengthening internal communication (2.9) and digital integration (3.1) contribute to "managing the school as an organisation effectively". Strengthening people and processes (2.10) ensures "staff well-being and workload are taken into account" and that "leaders protect staff from bullying, unlawful discrimination, harassment and victimisation". The focus on robust financial and legal foundations (3.2, 3.3) ensures "effective use of resources" and that leaders "carry out their statutory duties". The SIP's ambition to become a Centre of Excellence and participate in research aligns with leaders "making a positive contribution to the wider education system".

Self-Evaluation Statement for 2025/26:

In 2025/26, we will maintain an exceptional standard in Leadership and Management. The FIP objectives will ensure highly informed governance, robust professional learning pathways for all staff, and streamlined organisational processes through enhanced digital integration and improved financial controls. Our commitment to transparent and compassionate internal communication, coupled with a strong focus on staff well-being and development, will cultivate an environment where every individual contributes positively to the Foundation's strategic priorities. Building on our sustained track record of excellence and our commitment to pioneering research, we will continue to be a leading organisation that not only ensures all pupils thrive but also actively shares best practice externally, supporting system-wide improvement.

5. Post-16 Provision

Post 16 provision is currently rated as outstanding

Post-16 provision is strong, with students progressing to college and university, accessing courses reflective of their interests and aspirations. Newton House provides tailored sixth-form opportunities. We offer [OCR Life and Living Skills](#) and are expanding [KS5 qualifications](#). The SIP highlights a need to ensure our Post-16 offer is ambitious and prepares students for adult life.



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FIP 2025/26 Objectives & Actions:

- Develop a Distinct and Empowering Sixth Form Identity (1.3): This involves co-designing Sixth Form branding and shared values with students, creating bespoke Sixth Form spaces, launching student leadership opportunities and social enterprises, and reviewing pathways to ensure relevance for life beyond college.
- [Empower Futures: Personal Development, Vocational Skills, and Real-World Preparation \(1.6\)](#): This objective includes connecting learners with volunteering, work experience, and tailored post-16 pathways, along with rigorous destination tracking and data analysis to evidence sustained positive outcomes and meaningful life changes.

Alignment with New Ofsted Criteria: FIP objectives for Post-16 provision align directly with Ofsted's expectations for a "high-quality 16 to 19 study programme" that is "tailored to the needs of individual students". Developing a distinct Sixth Form identity (1.3) through co-design and leadership opportunities fosters "non-qualification activities (for instance, tutorials, work to develop study, leadership and volunteering) develop students' social, emotional and employability skills". Empowering Futures (1.6) with its focus on vocational skills, work experience, and destination tracking ensures "study programmes include relevant and substantial vocational/technical and academic qualifications that prepare students for the next stage" and provides "access to high-quality, individualised careers advice and guidance". The review of pathways (1.3) ensures relevance for future employment and further study, preparing students for adulthood.

Self-Evaluation Statement for 2025/26:

Our Post-16 provision in 2025/26 will achieve an exceptional standard, ensuring students are exceptionally well prepared for their next steps and later life. By developing a distinct Sixth Form identity that empowers student leadership and offers bespoke spaces, we will foster a strong sense of pride and purpose. Our enhanced focus on vocational skills, real-world preparation, and robust destination tracking will provide tailored pathways, work experience, and qualifications that align with individual aspirations and regional employment needs. This comprehensive approach will ensure all students, including those with SEND, achieve outstanding outcomes and successfully transition to highly appropriate education, employment, or training.



6. Safeguarding

Safeguarding is currently rated as outstanding

Our safeguarding culture is uncompromisingly embedded and highly effective, with strong systems and robust structures that ensure outstanding help and protection for children and adults. We have significantly increased child protection and vulnerable adult safeguarding focus, including a School-based Social Worker role, enhanced DSL training, and online safety initiatives. We actively engage with early identification and intervention, police, and external agencies, using tools like AIMS for peer-on-peer incidents. The 'One Plan', which goes live in September 2025, is designed to centralise and personalise support and risk management.

FIP 2025/26 Objectives & Actions:

- Embed the 'One Plan' to Personalise Support and Safeguard Every Learner (1.7): As mentioned, this is a central tool for personalised support and safeguarding, ensuring joined-up information and interventions.
- Strengthen Residential Care through Compassionate Practice (1.4): The embedding of a holistic, psychologically informed framework prioritising emotional development and trauma-informed practices contributes to keeping young people safe and secure.
- Strengthening People and Processes for Organisational Excellence (2.10): This includes maintaining up-to-date DBS checks and tracking renewals for all staff, ensuring safer recruitment practices are rigorous and compliant.
- Strengthen Internal Communication and Connection (2.9): Providing visual aids and Augmentative and Alternative Communication (AAC) tools and using Tiers of Intervention to regularly update and share students' communication needs across teams are crucial for safeguarding those with communication needs.

Alignment with New Ofsted Criteria: These FIP objectives directly address Ofsted's Safeguarding criteria. The 'One Plan' (1.7) ensures a "whole-school approach to safeguarding" and effective information sharing, fulfilling the criteria for "appropriate safeguarding and child protection arrangements" and ensuring "all safeguarding decisions are accessible for scrutiny". Safeguarding training for residential staff (1.4) and maintaining DBS checks (2.10) directly supports "safer recruitment" and ensuring "staff are trained well in supporting them to be safer". Our comprehensive approach to online safety and peer-on-peer incidents, detailed in the SIP, meets the criteria for "protecting pupils from maltreatment and harm, whether within or outside the home or online" and fulfilling responsibilities related to "child-on-child violence".

Self-Evaluation Statement for 2025/26:

In 2025/26, we will ensure our safeguarding practices continue to be uncompromisingly embedded and highly effective, consistently demonstrating an exceptional standard.



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The full implementation of the 'One Plan' will streamline personalised support and risk management, making crucial information easily accessible and ensuring a cohesive approach across education, care, and therapy. Our commitment to psychologically informed, compassionate residential care, rigorous safer recruitment practices, and clear communication strategies will ensure all pupils, especially those with SEND or complex needs, feel safe, valued, and protected. We will continue to learn from incidents, maintain strong multi-agency partnerships, and ensure all staff are highly vigilant and trained, further solidifying our 'outstanding' status in help and protection.

7. Inclusion

Inclusion is currently rated as outstanding

Our school consistently demonstrates outstanding practices in Inclusion. The curriculum is shaped by the diverse needs of students with Social, Emotional, and Mental Health (SEMH) needs and co-existing conditions, offering individualised approaches and pathways. We prioritise early and accurate assessment through our New Beginnings provision, involving [OT, SaLT, and targeted interventions](#). A whole-school approach to student and family voice is embedded through QoL surveys. We are committed to understanding neurodiversity and applying a strengths-based model across all learning strategies.

2025/26 Objectives & Actions:

- [Embed Formulation-Led Practice to Personalise Admissions and Intervention \(1.5\):](#)
This ensures every student receives personalised, joined-up support from the outset by implementing formulation-based admissions, baseline assessments, embedding formulation as a shared framework, refining referral processes, and developing a structured approach to sequencing interventions.
- [Advance Inclusive Attendance Through a Relational Approach \(1.8\):](#)
Actions include working with families to co-create flexible, needs-led approaches and using data to identify areas for improvement and concern, informing targeted interventions for all students.
- [Drive A Fully Neuroinclusive Culture Across Our Foundation, Placing Dyslexia Inclusion at The Heart of Our Policy, Practice, and Services for All \(1.10\):](#)
As mentioned, this involves accreditation as a Dyslexia Friendly School, screening all students, publishing a dyslexia policy, establishing a cross-disciplinary team, and developing a provision map with assistive technologies.
- [Enhance Specialist Provision: Establishing the Fifth Pillar of the Foundation \(3.4\):](#)



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This focuses on integrated therapeutic support for children with complex needs, empowering staff through sector-wide learning and active communities of practice, and formalising health and therapy services within education and care planning.

- Create Enabling Environments That Inspire Growth and Belonging (4.1):

We will conduct EDI assessments to identify and remove barriers to access and participation for all, and develop sensory-friendly quiet spaces and wellbeing zones.

Alignment with New Ofsted Criteria: These FIP objectives demonstrate a clear commitment to Ofsted's Inclusion criteria, particularly setting "high expectations for all pupils, including disadvantaged pupils, those with SEND". Embedding formulation-led practice (1.5) ensures "early and accurate assessment of pupils' needs is prioritised" and a "continuous cycle of planning, actions and review". The drive for a fully neuroinclusive culture (1.10) directly addresses "meeting the needs of pupils with SEND, and adapt the environment, teaching and the school's wider offer". Enhancing specialist provision (3.4) aligns with "involving specialists when necessary". Inclusive attendance (1.8) and creating enabling environments (4.1) target the reduction of barriers to pupils' learning and/or well-being. Our SIP's QoL framework and student/family voice ensure "pupils' and parents' views and aspirations are included in decision-making".

Self-Evaluation Statement for 2025/26:

In 2025/26, we will sustain our exceptional standard in inclusion. By fully embedding formulation-led practice, driving a comprehensive neuroinclusive culture, and significantly enhancing our specialist provision, we will ensure that every pupil, especially those with SEND, disadvantaged backgrounds, or known to social care, receives highly personalised and integrated support from the outset. Our relational approach to attendance, combined with the strategic development of enabling and sensory-friendly environments, will effectively reduce barriers to learning and foster a profound sense of belonging. We anticipate a transformational impact on pupil outcomes and experiences, consistently exceeding Ofsted's strong standard by ensuring highly positive outcomes and an inclusive school community where all pupils thrive.



Key links

Curriculum & Teaching
Evidence for Learning
Hand on Heart grades
Artsmark offer
EYFS curriculum
Dyslexia provision map
Attendance & Behaviour
Quality of Life
One Plan
Personal Development & Wellbeing
Diverse cultural experiences
Mindfulness
Leadership & Management
Governors
Post-16 provision
OCR Life and Living Skills
KS5 qualifications
Safeguarding
Inclusion
OT, SaLT, and targeted interventions
Formulation led-practice

