

Littlegreen School

Little Green School, Compton, CHICHESTER, West Sussex, PO18 9NW

Inspection dates

11/03/2013 to 13/03/2013

Overall effectiveness

Adequate **3**

Outcomes for residential pupils	Good	2
Quality of residential provision and care	Good	2
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Adequate	3

Summary of key findings

The residential provision is adequate because

- Residential pupils make good progress socially, emotionally and educationally.
- The school provides good opportunities for residential pupils to try new activities, make friends and build self-esteem.
- The safety of residential pupils is promoted to a good standard and residential pupils feel safe within the boarding environment.
- Issues relating to equality and diversity are well-celebrated throughout the school and the residential provision.
- The overall effectiveness of the residential provision is compromised by a lack of effective formal monitoring systems for key records such as medication and recruitment files. This issue was raised with the school as breach of the national minimum standards at the last inspection and has not been addressed.

Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools. The details are listed in the full report.

Information about this inspection

The school was given four hours notice of this inspection. The residential accommodation was visited, meals were eaten together, and a formal meeting all took place with residential pupils present. Meetings took place with key care staff including the head teacher, pastoral manager and individual care staff. Thirteen responses from Parent View, seven Ofsted care staff surveys and telephone feedback obtained during the inspection from parents and external professionals were evaluated.

Inspection team

Anna Williams

Lead social care inspector

Full report

Information about this school

Littlegreen is a maintained residential special school for 63 boys aged from 7 to 16 years. The school provides flexible boarding for up to 12 boys overnight. The residential accommodation is located on the first floor of the main school building. The school is situated in the rural area north of the village of Compton, approximately 11 miles from Chichester. The school caters for boys with behavioural, emotional and social difficulties. The residential provision was last inspected in February 2012.

What does the school need to do to improve further?

- Ensure the recruitment policy is consistently implemented.
- Ensure the practice of secondary dispensing of medication during off-site trips is reviewed to reduce the risk of administration errors.
- The school must meet the following national minimum standards for residential special schools.
 - The records specified in Appendix 2 (Residential Special Schools National Minimum Standards) are maintained and monitored by the school and action taken as appropriate. (NMS 13.3)

Inspection judgements

Outcomes for residential pupils

Good

Outcomes for residential pupils are good. Residential pupils make good progress in relation to their starting points when joining the boarding house. They make consistent progress in overcoming challenging behaviours such as anger and aggression. Comments from parents include, 'my son's behaviour has calmed down a lot since staying overnight.' Comments from external professionals include, 'his behaviour has significantly improved since being at the school and being part of the nights in.'

Residential pupils are very positive about the school and the residential provision. Comments from residential pupils include, 'I learn better as I've had a long nights sleep', and, 'I have made new friends by staying overnight.'

The whole school ethos of helping others continues within the residential house. Residential pupils are supportive of each other. Relationships between residential pupils are positive. Some older pupils take a buddy role and guide younger pupils who have not been boarding as long. This provides effective peer support, and allows the older child to demonstrate a greater role and responsibility within the residential provision. Residential pupils enjoy taking part in charity events to raise money for both local and international projects. This raises their awareness of different cultures and of helping those in need.

The views of residential pupils are heard through the school council. Through this forum, they have seen changes in outside play equipment, menus and activity choices. This demonstrates to residential pupils that their views are valued and listened to.

Residential pupils learn basic life skills during their short stays. These include clearing away the dinner tables, tidying rooms and maintaining appropriate personal hygiene routines. The school successfully runs an independent travel course for pupils. This supports them in their preparation for adult life and further education.

Quality of residential provision and care

Good

The quality of the residential provision and overall care is good. The bedrooms within the residential accommodation have benefited from radical makeovers since the last inspection. Classes from the school picked a theme for each bedroom linking to a famous book. Pupils, including residential pupils, have imaginatively redecorated the rooms with original artwork, colours and soft furnishings relating to each chosen book. Comments from residential pupils include, 'I think it is good we changed the bedrooms, my artwork is on the wall, I like seeing it up there', and 'the new bedrooms are more friendly and comfy to stay in.' The accommodation also benefits from new showers and cubicles. These offer residential pupils more privacy to change in, and modern fittings. Residential pupils can also use the new school computer suite, under appropriate supervision, during the evenings. Overall, the accommodation, premises and facilities are maintained to a good standard.

Residential pupils receive good support if they are ill or have an accident within residential time. Individual medical needs are fully met. However, some medication administration records are not clear.

Themed evenings, such as football club and drama club, support residential pupils to take part in new activities or extend skills and talents already identified. Comments from residential pupils include, 'I love going to drama club and sleeping over.' Residential pupils go swimming and play football matches against other local teams in nearby towns. This promotes positive community

participation and a healthy lifestyle. Comments from parents include, 'through the nights in, my son has learnt to be a positive participant in team activities and his behaviour has improved.' Photographic displays around the accommodation celebrate residential pupils taking part in the good range of suitable evening activities on offer. Comments from external professionals include, 'he came to a meeting with photos from his overnight stay to show me, it was great to see how proud he was to share what he had achieved.'

Residential pupils are supported to maintain contact with family and friends and those significant to them during their stays. Catering arrangements are of a good quality and provide a balanced menu. Individual dietary needs are identified and fully met.

Residential pupils have key staff who work with them one-to-one on a regular basis. This ensures that they have good opportunities to discuss their targets, progress and personal development. Many staff work both within the school, and in the boarding house. This ensures consistent and effective pastoral support for residential pupils, as well as effectively promoting the 24 hour curriculum.

Residential pupils' safety

Good

Leadership and management of the residential provision Adequate

The leadership and management of the residential provision is adequate.

The school has a suitable statement of principles and practice. This describes the overall purpose of the school and is followed in practice. On admission, boys are given individualised induction booklets. These explain in a child-friendly manner what the school and overnight stays will be like. This ensures that residential pupils, parents and external professionals are all clear about the aims and objectives of the school and residential setting.

Parents and external professionals confirm that the communication between the residential provision and them is good. There have been no complaints about the residential provision since the last inspection. Residential pupils know how to complain.

Residential pupils benefit from a very stable care staff team. The team all hold relevant childcare qualifications and are sufficient in number to meet the individual needs of residential pupils staying. Staff receive regular supervision and on-going refresher training. This ensures residential pupils are cared for by staff who are appropriately trained and well-supported.

The self-evaluation system in the school regarding the teaching and learning is detailed. However, within this evaluation, there are limited references to the residential provision. There is no specific development plan with regard to the boarding house. This makes it difficult to evaluate progress and evidence the impact of improvements made on residential pupils' outcomes.

At the last inspection, a national minimum standard shortfall was identified regarding the maintenance and monitoring of key documents listed in appendix 'A' of the standards. The senior management team meet on a regular basis to discuss current issues arising. However, there is still no formal system in place which effectively scrutinises and monitors the matters listed within appendix 'A'. Consequently, matters relating to medication records and one recruitment file, which were fully rectified within the inspection, had not been proactively identified through internal monitoring. This national minimum standard breach has been repeated to ensure key documents are monitored to ensure the quality of the service and full compliance with school

policy.

The school now has a policy on searching pupils. This provides pupils with a consistent approach from staff if such circumstances arise. Since the last inspection, young people from a local federated school no longer use the residential provision. The related previous national minimum standard breach is therefore no longer applicable.

The quality of record keeping around the progress residential pupils make towards specific targets is improved. Individual charts now demonstrate the good progress made.

The previous practice of the secondary dispensing of medication has ceased on a daily basis. This reduces the risks associated with this administration technique. However, the medication policy still states that secondary dispensing is acceptable for off-site trips which are less frequent. Although no administrative errors have occurred, the current system has the potential to do so. The head teacher states that this is in the process of being further reviewed.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	126156
Social care unique reference number	SC042656
DfE registration number	938/7005

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.

Type of school	Maintained residential special school
Number of boarders on roll	12
Gender of boarders	Boys
Age range of boarders	7 to 16
Headteacher	Mr Robert Hatherley
Date of previous boarding inspection	30/01/2012
Telephone number	02392 631259
Email address	office@littlegreen.w-sussex.sch.uk

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