

Littlegreen School

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

Inspection dates	26/09/2013	
Overall effectiveness	Good	2
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	Good	2

Summary of key findings

The residential provision is good because

- The residential pupils are happy at this school and feel safe. They enjoy a wide range of activities and have access to independent adults/visitors to whom they can raise worries or concerns, with the knowledge they are taken seriously.
- Robust safeguarding procedures ensure the boys are kept safe. Designated staff who take the lead in child protection are suitably qualified and experienced. The residential care staff are also suitably trained in dealing with any concerns and identifying any areas of risk.
- Positive, sensitive and nurturing relationships with experienced, committed and well-trained staff enable residential pupils to trust adults who care for them. Residential pupils are treated fairly and with respect.
- The leadership and management of the setting are strong and effective. Skilled and proficient senior staff support and guide a care staff team who provide very good quality care enabling residential pupils to make good progress; specifically with anger management.
- Senior managers at the school have identified areas that need developing and have a suitable development plan in place, which is being very closely adhered to and monitored.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

The school was given three hours notice of this inspection. During the inspection all accommodation areas were seen. The inspector had a group meetings with a range of boys of all ages. She also took lunch twice and supper once with the boys. Interviews with key staff were held including: the headteacher, the lead staff for child protection and safeguarding, residential care staff, academic staff, the catering and housekeeping staff, the family support and inclusion manager, the premises manager and the bursar. The chairman of governors plus governors were also met with. School policies and procedures, records and boarding routines were scrutinised and data from parent view was also accessed.

Inspection team

Liz Driver

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?

- better evidence the effectiveness of fire evacuation drills.
- continue with plans to seek traffic calming systems outside the school entrance.
- continue with staff recruitment to ensure cancellations of overnight stays are less frequent.
- consider a more imaginative catering provision that provides pupils with a wider range of foods.

Inspection judgements

Outcomes for residential pupils

Good

Outcomes for residential pupils are good. Residential pupils benefit significantly from their residential experience and individualised care. Sensitive, positive and nurturing relationships with staff help pupils develop trust in the adults who care for them and enable pupils to thrive in a safe environment. Residential pupils say they are happy at the school and they have numerous adults they can approach if they are worried or anxious. Pupils develop trusting relationships with staff and as a result respond well to consistent positive reinforcement, firm boundaries and the highly nurturing environment. Residential pupils are confident that any bullying is dealt with immediately and with positive outcomes.

Residential pupils contribute to the development of residential provision through the school council and regular meetings with key staff. Initiatives through these avenues have resulted in new playground equipment and new choices of activities.

Residential pupils behave well and make very good progress with overcoming difficulties such as managing anger. Residential pupils say they are treated fairly and understand the expectations of behaviour. They fully engage in the school's reward system with enthusiasm.

Residential pupils thoroughly enjoy a wide range of stimulating experiences and opportunities that are not only suitable to their abilities but also stretch their abilities, such as kayaking and an external award programme. Pupils are supported to engage in activities both on and off site integrating them into the community. Residential pupils are encouraged and supported to develop life and social skills. Pupils receive very good support in joining the school and moving on.

Residential pupils make excellent progress socially and learn to become tolerant of others. They develop a strong sense of their own value and self-esteem.

Residential pupils consistently say they enjoy boarding. One Residential pupil said 'I feel safe and happy at the school and the staff are warm and caring.'

Quality of residential provision and care

Good

Residential pupils benefit from an environment that has clear routines and boundaries. Diverse needs are catered for sensitively and this results in fair and equal treatment for all residential pupils.

The pastoral care is a strength of the school with good links between the academic and the residential staff providing support to pupils both academically and with their personal development.

There are effective induction procedures and these help residential pupils to feel safe and settle into school life quickly. Residential pupils are extremely well prepared for moving onto further education or employment post 16 years of age with much success. A clear structure is established within the school to promote this.

Residential pupils benefit from living in a well maintained and pleasant environment. The facilities promote residential pupils' privacy and independence. Considerable financial investment has resulted in improved showering and toilet facilities plus renewal of furnishings and fabrics to communal areas. The excellent relationships shared between staff and residential pupils help to ensure that residential pupils' views are heard and always taken seriously. There are very good facilities for pupils to enjoy outside the school day with a wide range of activities on offer and

enjoyed by the boys.

There is a detailed and thorough placement planning system that clearly sets out the needs of residential pupils and promotes their development. The robust arrangements for reviewing placement plans helps to ensure that care needs are consistently met.

Residential pupils' health needs are well met. Well organised systems ensure all residential pupils receive first aid delivered by suitably qualified members of staff. Facilities for ill pupils are satisfactory; most pupils go home if ill. Improved arrangements for dealing with medication are safe and effective.

The catering arrangements in the school are good; although this is an area that could be improved further. More innovative menus and healthier options need to be considered. The residential pupils enjoy the food. Effective communication ensures staff accommodate individual pupils' dietary requirements. The catering department is proud of the achievement in gaining a five star award for food hygiene. The last environmental health department visit resulted in a very few minor recommendations that have been addressed. Meal times are a well-ordered social occasion with staff supervising individual needs and preferences.

Academic and residential staff work closely and communicate regularly and this contributes to residential pupils receiving consistency in their care.

Residential pupils' safety

Good

A high priority is given to safety in this school. Residential pupils say they feel safe. Pupils state 'staff give us advice on how to stay safe' and 'the school keeps us safe.' Residential pupils are confident that staff will be supportive in relation to bullying; incidents of which are very low.

Behaviour management is a particular strength in this school. Staff work extremely hard to enable residential pupils to make good progress in overcoming their difficulties with anger management, communication complexities and social situations. Individual strategies are in place which are consistently followed.

Well organised and robust records evidence very good recruitment practices. This safeguards residential pupils from unsuitable people working within the school and residential provision. All visitors are vetted and supervised.

Safeguarding and child protection is given high priority in this school. Suitably trained and experienced staff take the lead for child protection and handle child protection well. There are good links with other child protection agencies enabling robust responses to any concerns.

Staff address all aspects of risk and health and safety is taken seriously. Risk assessments are rigorous with on-site and off-site activities carefully considered before they take place. However, such risk assessments do not limit residential pupils from engaging fully in activities and pursuits, and highlight a positive risk-aware approach rather than risk-averse. Overall this school is a very safe community for pupils to live in. Residential pupils are educated in what to do if a fire occurred with regular fire evacuation drills. However, not all records of drills fully evidence their effectiveness. The school has sought traffic calming methods for the road outside its entrance with little success to date. Current management of this is satisfactory; however the school continues to push to get safer driving speeds implemented. Much work with the local council is currently taking place.

Leadership and management of the residential provision Good

The leadership and management of this school are very good. The school has numerous strengths and few weaknesses and the management team have a clear understanding of this. The residential leadership team have the ability and capacity to develop and improve practices. The school runs smoothly and pupils are well cared for. The school's aims are fully understood by the staff team.

There are systems for self-evaluation and quality assurance that are driving forward improvement. Further development in this area is underway with improved reporting by governors and senior staff.

Staff are highly committed and effective. They are well trained and receive very good support from management which allows them to work effectively with residential pupils. Recent staffing levels have not been as good as they could be and have resulted in some cancellations of overnight stays. The leadership team are robustly addressing this.

All required policies are in place and implemented effectively and record keeping is generally good. This helps to ensure that young people's welfare is promoted.

The one recommendation made at the last inspection has been addressed. Monitoring of all records identified as required by the senior leaders are carried out with action taken as a result, if necessary. Good communication between the headteacher and governors ensures all aspects of the school and its improvement programme are closely scrutinised.

All national minimum standards are met.

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	
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	11/03/2013
Telephone number	02392 631259
Email address	office@littlegreen.w-sussex.sch.uk

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