

# Littlegreen School

Littlegreen School, Compton, Chichester, West Sussex, PO18 9NW

<b>Inspection dates</b>	13/05/2014 to 15/05/2014	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Outcomes for residential pupils	Outstanding	1
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 school's arrangements for ensuring pupils are safe and protected from harm are robust. 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. Residential pupils benefit from having access to a wide range of adults they talk to if they have a worry or concern. Areas such as bullying, including cyber bullying are very well addressed with very low numbers of bullying incidents occurring.
- Outcomes for residential pupils are excellent. Pupils make excellent progress in all areas of their lives including academic, social and behaviour management. Residential pupils enjoy participating in activities that give them the opportunity to learn new social skills and as a result increases their self-esteem and confidence. Residential pupils all leave the school with further education placements, work employment and in some cases education establishments where they commence A level courses.
- Residential pupils receive good levels of pastoral care. Individual needs are assessed, regularly reviewed and met. Support is provided by an experienced, committed and well-trained staff team that pupils enjoy spending time with and develop positive, sensitive and nurturing relationships. Residential pupils are treated fairly and with respect. This enables pupils to trust staff and progress without fear.
- The senior management team and governing body are well informed of the setting's strengths and weaknesses. A whole school development plan has enabled the school to plan ahead and address the small number of identified areas of weakness.
- The school meets the national minimum standards for residential special schools.
- Pupils say they enjoy the residential experience and that the school is `amazing, awesome and brilliant`.

**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 group meetings with a range of boys of all ages. She also took lunch and supper with the boys. Interviews with key staff were held including: the head teacher, the lead staff for child protection and safeguarding, residential care staff, academic staff, the pastoral team, the school nurse, the business manager, the premises manager and the bursar. She also met with the chair of governors. School policies and procedures, records and boarding routines were scrutinised. Feedback was gained from the local authority designated officer for child protection.

## Inspection team

Liz Driver

Lead social care inspector

# Full report

## Information about this school

Littlegreen is a maintained residential special school for 64 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 September 2013.

## What does the school need to do to improve further?

- further develop the monitoring visit reports produced by independent visitors so they contain more detail (NMS 20)
- develop a more effective recording system for medication errors (NMS 3)
- ensure there is consistency in the recording of physical interventions. (NMS 12)

## Inspection judgements

### Outcomes for residential pupils

### Outstanding

Outcomes for residential pupils are excellent. Pupils benefit from staying overnight in a highly inclusive residential environment. When pupils stay overnight their concentration in school is much improved. Pupils say they have 'got better with lessons and now learn more', and 'I am now at level 5 in Maths due to the support I have been given.'

The residential experience has a positive impact on the lives of pupils with excellent progress made in areas such as education attendance, education achievement, personal and social development. Residential pupils acknowledge how much the school has helped them to make progress, especially with their anger management. They say the school has helped them to become calmer.

A real strength of the school is that residential pupils say they feel extremely safe at the school and have excellent relationships with staff they can trust. Pupils enjoy an extensive activity programme which includes accessing resources in the local community. Considerable improvements in individual levels of confidence, self esteem and the ability to team work have resulted. Pupils are encouraged to experience new activities which results in them successfully achieving in areas previously outside their comfort zone. This also has a huge impact on their ability to concentrate in school as what they saw as non achievable now becomes achievable. Many of the activities are outside and the pupils say they enjoy the outdoor play.

Residential pupils behave extremely well and learn how to manage their anger at an early stage when starting at the school. As a result, the use of physical intervention has been restricted during residential time with only a few incidents recorded during school time. Pupils say they get time out if they are struggling which helps them to reengage in education in a more positive manner. Overall pupils make great progress with their behaviour.

Residential pupils all leave the school with further education placements, work employment and in some cases an education establishment where they commence A level courses. Staff are aspirational for the pupils and this shows in how the pupils view post 16 education. Pupils are helped to develop independent skills by attending local college's in their last year where they learn a wide range of new social skills such as independent travelling skills and buying their own lunches.

### Quality of residential provision and care

### Good

The quality of boarding provision is good. Residential pupils benefit from being cared for by an experienced staff team who work with clear routines and boundaries and deliver consistent care. This means residential pupils understand what is expected of them and trust staff to guide and support them. 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. The pastoral team has been developed since the last inspection and is extending its services to the pupils families, with family days and coffee mornings planned during the summer term.

Individual needs are well catered for from pre admission planning to leaving the school age 16yrs. 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.

Young people are encouraged to be involved in decisions made about them and do so with increasing confidence.

Residential pupils benefit from the school having detailed and thorough placement planning systems that clearly sets out the needs of residential pupils and promotes their development. Personalised care plans are detailed and include cultural and religious aspects. Plans are implemented and reviewed on a regular basis ensuring any changes are quickly addressed so pupils can benefit from the correct support, and staff can adapt their practices.

Residential pupils enjoy good facilities outside of the school day and staff encourage them to participate in a wide range of activities all risk assessed and supervised by suitable staff. As a result pupils develop well in areas such as personal and social development that also has a positive impact on their education achievements.

Residential pupils receive good health care from visiting school nurses to suitably qualified school staff able to administer first aid. Medication administration procedures are sound however the school's reporting format for medication errors needs improving so there is a clear audit system. This would support senior staff to monitor and address any patterns of errors in safe medication administration, preventing any negative impact on young people. Health education is covered both in the school and in residential time and covers age related topics such as sex education, peer pressure and safe use of the internet to protect pupils from exploitation

Residential accommodation is of a good standard and pupils say they enjoy the whole experience of staying overnight. Parents confirm 'the overnight stays are really good and that they work really well.' Pupils say that they 'love it as after supper you can shower, put on your pyjamas and have hot chocolate.'

Residential pupils benefit from living in a well maintained and pleasant environment. The facilities promote residential pupils' privacy and independence.

Food is an area the school continues to address with new and improved provision being introduced over the summer of 2014. Any special diets pupils have are catered for by the catering team. Residential pupils say the food is lovely and they enjoy it.

### **Residential pupils' safety**

**Good**

The school's arrangements for ensuring pupils in their care are safe and protected from harm are robust. Residential pupils say they have a wide range of adults they talk to if they have a worry or concern.

Areas such as bullying are very well addressed with very low number of bullying incidents occurring, which enables pupils to learn and play in safety without fear. Pupils receive a strong education curriculum around cyber bullying and staff undergo training to ensure they are as up to date as they can be in this ever changing environment. Residential pupil's relationships with staff are such that there is mutual respect for each other. Staff consistently implement positive behaviour strategies and as a result pupil's behaviours have improved significantly. Pupils themselves acknowledge how much the school has supported them to improve on anger management. Records relating to physical interventions are generally well kept however consistency needs to be improved.

Residential pupils are further protected by the school's strong recruitment procedures that ensure all adults are safe to work at the school. There has been no new staff since the last inspection.

Staff have received appropriate training and know how to respond to any concerns and refer to the most appropriate agency. The three members of staff who are designated lead officers for child protection have all received local authority approved training and have developed good working relationships with the local safeguarding agency.. Staff follow the local authority procedures for child protection and safeguarding. Reporting arrangements are safe.

The school provides a secure and safe environment for pupils. All potential hazards are identified and made safe. Health and safety procedures are well organised with gas, electrical and fire safety equipment regularly checked. Residential pupils participate in regular fire evacuation drills so they are well prepared if a fire did occur

### **Leadership and management of the residential provision Good**

The leadership and management of the school are very good. The school has numerous strengths and few weaknesses and the management team have a clear development plan in place to address these areas; such as improved catering provision and road calming measures. The residential leadership team have the ability and capacity to develop and improve practices. The school runs smoothly and pupils are well cared for. Pupils are accorded equal opportunity and say they are treated fairly.

The staff team are fully informed of the school's aims and how both the academic and residential provision work together to provide a safe community that gives pupils the chance to make changes and progress. Staff are suitably trained and supported by managers who are experienced in their field which allows them to work effectively with residential pupils. Staff say they are proud of what they can offer pupils.

All records are in place and kept safely and securely; records show the pupil's journey through the time they spend at the school, showing the many areas of progress they make.

The school is overseen by a chair of governors and governing body who have many years of experience in residential special schools. They carry out regular monitoring visits to the residential provision. A report of the visit is made available to the head teacher for any action if needed. However, the reports are brief in context and not sufficiently challenging.

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

The four recommendations made at the last inspection have been suitably addressed; fire evacuation drills are better evidenced for their effectiveness and staffing levels have not resulted in any cancellations of overnight stays. The catering provision is undergoing changes from September 2014. The school continues to communicate with the Highways department, local council and the national parks to discuss introducing driving speed restrictions outside of the school entrance.

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

<b>Unique reference number</b>	126156
<b>Social care unique reference number</b>	SC042656
<b>DfE registration number</b>	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.

<b>Type of school</b>	
<b>Number of boarders on roll</b>	64
<b>Gender of boarders</b>	Boys
<b>Age range of boarders</b>	7 to 16
<b>Headteacher</b>	Mr Rob Hatherley
<b>Date of previous boarding inspection</b>	26/09/2013
<b>Telephone number</b>	02392 631259
<b>Email address</b>	office@littlegreen.w-sussex.sch.uk

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