

LVS Hassocks

London Road, Sayers Common, Hassocks BN6 9HT

Inspection dates

20–22 September 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Sixth form provision	Inadequate
Overall experiences and progress of children and young people in the residential provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and trustees have not ensured that the independent school standards or national minimum standards for residential schools are met. Leaders have an inaccurate understanding of the school's effectiveness.
- Safeguarding is not effective. A lack of supervision during the school day places pupils at risk.
- Pupils do not make sufficient progress across the range of subjects because leaders' expectations of pupils are not high enough.
- There is not enough accountability. Systems to check pupils' progress are not effective. Leaders do not hold teachers to account for pupils' outcomes. Trustees do not challenge senior leaders.
- The pupil premium is not used effectively. Disadvantaged pupils make no better progress than their classmates.
- Some risk assessments associated with pupils' behaviour have not been shared with residential staff.
- Teachers do not use assessment to plan learning that matches pupils' needs, including for the most able. Staff lack expertise because they have not received sufficient support and guidance from leaders.
- There are no consistent sanctions to address poor behaviour in the school. Consequently, pupils do not feel safe at school and report that bullying takes place.
- Safeguarding, students' progress and behaviour in the sixth form are also inadequate.
- Pupils' attitudes to learning are poor. There are insufficient opportunities for them to develop confidence and resilience in lessons.
- Pupils are not well prepared for life in modern Britain. They do not learn how to keep themselves safe well enough. Opportunities to learn about other cultures and develop mutual tolerance and respect are limited.

The school has the following strengths

- Care and support for residential pupils is a strength. Established relationships ensure that staff support pupils' behaviour and needs well.
- Supervision is effective in the residential provision.
- Leaders have recently introduced some positive changes to the curriculum.

Compliance with regulatory requirements and national minimum standards for residential special schools

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014, the national minimum standards for residential special schools and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the leadership, management and governance of the school by ensuring that:
 - pupils are safe, well supervised and there is no bullying at school
 - there are high expectations for pupils' behaviour, personal development, welfare and progress
 - leaders hold staff to account appropriately, including checking that teaching staff have a positive impact on pupils' progress
 - self-evaluation is accurate, based on a sound knowledge of all requirements and informs school improvement planning
 - the pupil premium is spent effectively so that disadvantaged pupils' achievement at least matches that of other pupils nationally
 - effective systems to track pupils' progress, including that of different groups, are used to evaluate school performance
 - equal opportunities and British values are actively promoted at all times and pupils' spiritual, moral, social and cultural understanding is effectively developed
 - recent changes to the curriculum, plans for the teaching of reading and systems to support pupils' special educational needs are implemented consistently across all classes
 - trustees hold leaders to account for providing a high quality of education, keeping pupils safe and meeting the independent school standards.
- Improve teaching, learning and assessment in order to secure good progress in learning, including in the sixth form, by ensuring that:
 - all staff receive training to develop their skills and expertise, particularly in relation to supporting pupils' special educational needs
 - effective and accurate assessment is used to plan tasks that build on pupils' starting points
 - staff plan suitably ambitious lessons that match pupils' individual learning needs, including those of the most able and disadvantaged pupils.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
 - all pupils are equipped with the attitudes that are necessary for success
 - there are clear sanctions in place that are understood by everyone and applied consistently
 - important information, risk assessments and effective strategies to support pupils are shared consistently between the residential and educational provision
 - safety is consistently taught to pupils so that they can keep themselves safe.

The school must meet the following independent school standards

- The proprietor must provide personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(1), 2(2), 2(2)(d), 2(2)(d)(ii)).
- The proprietor must ensure that the teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught

- fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- involves well-planned lessons and effective teaching methods, activities and management of class time
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- demonstrates good knowledge and understanding of the subject matter being taught
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g), 3(h)).
- The proprietor must ensure that a framework for pupils' performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).
- In order to meet the standard about the spiritual, moral, social and cultural development of pupils at the school, the proprietor must actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5, 5(a)).
- To meet the standard about the spiritual, moral, social and cultural development of pupils at the school, the proprietor must also ensure that principles are actively promoted which:
 - encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
 - promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5, 5(b), 5(b)(iii), 5(b)(v), 5(b)(vi)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a), 7(b)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and such arrangements have regard to the national minimum standards for residential special schools (paragraph 8, 8(a), 8(b)).
- The proprietor must promote good behaviour amongst pupils by ensuring that a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour; and the policy is implemented effectively (paragraph 9, 9(a), 9(b)).
- The proprietor must ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementing of an effective anti-bullying strategy (paragraph 10).

- The proprietor must ensure that pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- The proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a), 16(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

The school must meet the following national minimum standards for residential special schools

- The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school who children may contact directly about personal problems or concerns at the school. This person may be known as the 'independent person'. Children are informed who this person is, and how to contact them and they are easily accessible (NMS 2.2).
- The school ensures that:
 - arrangements are made to safeguard and promote the welfare of children at the school; and
 - such arrangements have regard to any guidance issued by the Secretary of State (NMS 11.1).
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary (NMS 13.1).
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role (NMS 13.3).
- The school's procedures are compatible with the local runaway and missing from home and care (RMFHC) protocols and procedures applicable to the area where the school is located. Where children placed out of authority go missing, the head of care (or school equivalent) follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority (NMS 15.6).
- All existing care staff have attained a relevant minimum level 3 qualification or have qualifications which demonstrate the same competencies. All new staff engaged from the commencement of these standards hold these qualifications or begin working towards them within three months of confirmation of employment (NMS 19.2).
- All staff have access to support and advice for their role. They also have regular supervision and formal annual appraisal of their performance (NMS 19.6).

Inspection judgements

Effectiveness of leadership and management	Inadequate
Impact and effectiveness of leaders and managers in the residential provision	Requires improvement
How well children and young people are protected in the residential provision	Requires improvement

- Leaders and trustees have not ensured that they provide pupils with an effective and safe education. They do not know well enough what is expected and have an inaccurate understanding of the school's effectiveness. Consequently, many of the independent school standards and some of the national minimum standards for residential special schools are not met. There are serious shortcomings in safeguarding, welfare and the provision of education.
- During the school day, the supervision of pupils is not effective. Pupils are not overseen well enough in the extensive grounds. Some pupils are not in class when they should be and there is no system in place to ensure that pupils are in the right place at the right time. Consequently, safeguarding is not effective.
- There are few effective systems in the school to support teaching and learning and to promote good behaviour. Leaders have recognised the need to make some changes and have made a plan. However, the actions are not sufficient or consistently applied to address all of the shortcomings. Some staff changes in the school have further weakened attempts to secure improvements.
- Leaders have not placed enough emphasis on securing good outcomes for pupils. There is currently no effective system in place to show the progress that different groups of pupils make. Last year, expectations of what pupils could achieve in English, mathematics and science were too low. There was no assessment of pupils' learning in other subjects. As a result, all pupils and groups of pupils, including those in the sixth form, have underachieved.
- Disadvantaged pupils achieve no better than their classmates because the pupil premium is not used well. Last year, some disadvantaged pupils had additional reading support but there is no evidence that this has accelerated their learning. Not all staff know who these pupils are or determine their abilities well enough to meet their needs. Leaders are not carefully directing the funds to provide the right support to improve disadvantaged pupils' outcomes.
- The most able pupils make similarly weak progress as other pupils. Although the curriculum is providing an academic pathway, the most able pupils are not systematically identified and do not receive extra support to achieve well.
- Pupils are not prepared well for life in modern Britain. Pupils do not have enough opportunities to learn about other cultures. Pupils do not acquire the British values of mutual tolerance and respect. They do not learn to accept responsibility for their behaviour. Consequently, pupils' spiritual, moral, social and cultural understanding is limited.
- Leaders do not promote equal opportunities. For example, some pupils use the term 'gay' as an insult or make racist comments and these views are not challenged. Consequently, pupils do not demonstrate respect or understanding of differences.

- Leaders do not apply the process in place to oversee staff performance with sufficient rigour. For example, managers of the residential provision do not receive regular formal supervision. Furthermore, a lack of information about pupils' achievement means that teaching staff are not held to account. This limits the impact that leaders have on staff's and pupils' learning, development and welfare.
- The special educational needs director has introduced better systems to meet pupils' wide-ranging needs. Pupils have individual education plans (IEPs) that set out their next steps for learning. These take into account information from an appropriate range of sources. However, the system is not yet consistent across all classes and there is little information available to measure pupils' achievements. Therefore, it is not possible to determine the impact of this work.
- The residential manager has not ensured that all staff that have been in post for more than three months have attained or are working towards suitable qualifications. Nevertheless, the manager is experienced, competent and ensures that there are sufficient staff to meet the needs of residential pupils.
- Middle leaders are striving to make improvements to the quality of education. For example, they have changed the arrangements for teaching, strengthened the curriculum and developed careers' guidance. However, middle leaders are not able to show the impact of their work due to a lack of pupil progress information.
- Leaders have made changes to the curriculum so that it is fit for purpose. There are three pathways to provide appropriate learning for pupils' wide ranging needs. The secondary curriculum is now broader and provides opportunities to learn a variety of subjects. However, this has only been introduced this year and there is no evidence of its impact.
- Parents have mixed views about the school. Just under half would not recommend the school to others. Many are concerned about the quality of leadership and the progress that their child makes. Some parents are concerned about the turnover of staff in the school, saying that their child has had to cope with many changes. Parents are much more positive about the residential provision.
- The school has more recently sought the advice of external advisers. They have rightly recommended that leaders improve the curriculum and closely track the progress of different groups of pupils across all subjects.

Governance

- The trustee's educational committee does not provide effective governance. Trustees do not hold senior leaders to account, make sure that pupils are safe or check that the school meets the relevant standards for the residential or education provision. Minutes of meetings show that trustees are not focused on securing the best outcomes for pupils. Trustees do not demonstrate that they understand pupil progress information. Instead, the committee concentrates on areas that they know best such as finances.
- Last year, a trustee from a neighbouring independent special school joined the committee. This trustee has devised some plans to change systems and structures to hold leaders to account. However, progress is slow and deficiencies remain.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have not made good enough arrangements to keep pupils safe on site during the school day. It is not always clear where pupils are. This places pupils at risk.

- Up-to-date information does not inform safeguarding practice. The designated safeguarding leader has recognised the need to amend the safeguarding policy in the light of recent changes to the guidance, 'Keeping children safe in education'. However, the policy, which is published on the website, does not reflect the new requirements well enough. Furthermore, the designated safeguarding leader has not undertaken specific training on child sexual exploitation. This undermines his ability to ensure that the school is able to take effective action to address any concerns that pupils may be at risk of exploitation.
- The residential provision's policy for pupils who go missing is not consistent with the local authorities' RMFHC protocol. It does not identify the need to ensure that they are able to access an independent person to talk to when they return. This means that if pupils were running away from risks associated with the residential provision, they may not feel safe to talk about it.
- Residential pupils do not have access to an independent person to talk to if they have concerns about their welfare or safety in the school. However, these pupils report that they feel able to speak to staff if they have concerns and they also return to their families at weekends and in holidays. This means that, in most circumstances, residential pupils are able to report any concerns to a trusted adult.
- Leaders work appropriately with parents, staff and other agencies to support pupils who may be at risk of harm. Staff know what to do if they have concerns about a pupil's welfare and understand that they can report any issues themselves to other agencies.
- Staff in the school and the residential home have received suitable safeguarding, physical interventions and first aid training. Leaders monitor physical interventions closely to ensure that they are necessary, proportionate and clearly recorded.
- Residential staff are trained in the administration of medication. There is a clear policy and guidance for staff that is regularly reviewed by the school nurse. The registered manager regularly monitors practice and recording in respect of medications. This ensures that there are no errors and that medication is handled safely.

Quality of teaching, learning and assessment

Inadequate

- Teaching is inadequate because pupils do not make enough progress from their varied starting points.
- Staff do not make good enough use of assessment to support and plan for pupils' learning. Often, pupils all complete the same activity regardless of their ability or needs. Staff do not routinely check pupils' understanding in lessons and use this to adjust their teaching. Consequently, tasks are frequently too easy for the most able pupils and too hard for those who find learning more difficult.
- Expectations of pupils' behaviour and what they can achieve are too low. In many classes, staff allow poor behaviour to disrupt learning. Time is not used effectively as pupils often arrive to lessons late and staff do not challenge this behaviour. Many lessons are not demanding enough and staff accept some pupils' weaker efforts too readily. This limits what pupils can achieve.

- There is currently no effective system to support the development of pupils' reading. Pupils do not read regularly to adults. Although leaders have recognised that pupils would benefit from phonics lessons, these are not yet in place. As a result, pupils are reluctant readers and are making insufficient progress in reading.
- Not all staff demonstrate expertise. For example, some staff teaching mathematics do not have a good enough understanding of the subject. Where teaching is weakest, activities do not capture pupils' interests and motivate them to succeed.
- Pupils' individual needs are not catered for well enough. IEPs do not closely address pupils' needs and staff do not make good enough use of the advice from therapists when teaching. Furthermore, systems used for communication are not consistent across classes. This restricts pupils' progress.
- Teaching assistants provide inconsistent support. Some staff do not spend enough time working in the same class or with the same pupils to build effective relationships. Sometimes, teaching assistants provide too much help to pupils. Nevertheless, some teaching assistants use their knowledge of what pupils can and cannot do to provide very effective help. In a key stage 2 mathematics lesson, one teaching assistant showed a pupil how to count hundreds, tens and units to recognise correctly a three-digit number. The pupil was able to replicate this process and succeed.
- There is no evidence that the most able pupils are achieving any better than others. Most lessons do not provide these pupils with sufficient challenge. However, some steps have been taken to identify and plan for these pupils. In the sixth form, a small group of students are working towards an AS level in English literature. Students enjoyed a lesson about the play, 'The importance of being earnest'. They participated in demanding conversations about the relationships between the characters, using rich descriptions such as 'pathological liar' to express their views precisely.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils report that bullying takes place in the school. Only a minority of parents stated that they think that the school deals with bullying effectively. Residential pupils reported that while they feel safe from bullying in the residential house, they do not feel safe in the school. Pupils are not confident that staff in the school can help them if they have a problem with another pupil.
- Attitudes to learning are often poor. Pupils do not have sufficient opportunities to build resilience and confidence in their abilities.
- Pupils have some opportunities to learn about safety but these are not effective enough. For example, pupils have learned about bullying and how to use technology safely. However, pupils do not feel safe and do not always demonstrate safe behaviours.
- Risk assessments are not consistent across the school and residential provision. Although risk assessments are carried out appropriately to reduce hazards and manage potentially unsafe behaviour in the school, some important information has not been shared with the residential home. This reduces the impact of work to promote residential pupils' welfare.

- Leaders provide effective support to pupils who attend alternative provision. Staff members accompany pupils to the college to build confidence and offer practical help. This also helps pupils to manage their behaviour in a different setting.
- In the residential houses, there are good levels of care and support for individual pupils. Consistent staffing has ensured that supportive relationships are formed between residential pupils and staff. Recently, leaders have also provided day pupils with a trusted adult, from within the school staff, to talk to when they are anxious or upset.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' behaviour around the school is poor. For example, discrimination and offensive language are commonplace. Pupils often arrive to lessons late. Staff do not challenge negative behaviour with sufficient rigour.
- Records of poor behaviour are inconsistent. In some classes, pupils receive appropriate sanctions, while in others they do not. Rates of exclusions have been consistent over time and negative behaviours show no improvement. This is because there is no shared understanding among staff as to what constitutes poor behaviour or how they should address it.
- In the residential home, pupils are generally well behaved and treat others with respect. Each residential pupil has a detailed behaviour management plan. Staff know them well and use creative interventions to de-escalate situations and encourage positive behaviour. Residential staff use sanctions effectively to provide consequences and ensure that pupils adhere to boundaries.
- Most pupils attend school regularly. Leaders work with families to support pupils who experience anxiety or have medical needs in order to reduce absence rates.

Outcomes for pupils

Inadequate

- Pupils are underachieving, particularly in English, mathematics and science. They have not made sufficient progress from their different starting points in these subjects. This is because expectations of what they can achieve are too low.
- Currently, the systems to measure pupils' progress are ineffective. Assessment information is not accurate and regular checks on pupils' learning have not taken place. Some information is missing and there is no tracking for different groups of pupils. Consequently, leaders cannot fully demonstrate the progress that pupils, or groups of pupils, are making.
- For many subjects there is no information about pupils' achievements. Until very recently, there was not enough emphasis on teaching a broad range of subjects. Therefore, there is no evidence that pupils are making enough progress across the curriculum.
- Disadvantaged pupils make no better progress than their classmates. This is because they have received very limited additional support with their learning. As a result, differences between disadvantaged pupils and other pupils nationally are not diminishing.

- Records relating to pupils' special educational needs do not show well enough the progress that pupils are making in relation to their education, health and care plans. These records are relatively new and their use is not consistent across the school. It is therefore not clear how therapies and individual support are contributing to pupils' learning.
- The most able pupils are not identified as a group and receive no additional provision other than through the sixth form curriculum. There is no evidence that the most able are making better progress than other pupils.
- There is evidence of improving attainment in the sixth form. Over the past three years, the proportion of students achieving qualifications such as GCSEs in a broader range of subjects has increased because leaders have made some improvements to the curriculum. Consequently, students are better prepared for further education or employment than they were in the past. Last year, most students left the school to continue their education at college.

Sixth form provision

Inadequate

- The sixth form provision is inadequate because the safeguarding, progress and behaviour of students is poor.
- There is not enough information to measure accurately the progress that students make. The evidence that is available suggests that students in the sixth form achieve no better than others in the school and do not make sufficient progress.
- Some students have unacceptable behaviour. They disrupt lessons and have derogatory attitudes. Often, staff do not challenge this behaviour. This compromises the safety, comfort, personal development and learning of others in the sixth form.
- Inadequate supervision means that students in the sixth form are also unsafe.
- The quality of teaching is variable. Some learning is not well matched to students' needs and time is not always used effectively. In other lessons, students complete work that appropriately develops their skills, knowledge and abilities.
- The sixth form leader has set about raising expectations of what students can achieve. She has made changes to the curriculum so that more students attain relevant qualifications that help them to move onto further education or employment. These changes are ongoing and the leader is not yet able to show the impact that all of these have had on students' progress.
- Students benefit from independent careers guidance and work experience that prepares them for future employment. The sixth form leader has taken care to ensure that pupils receive advice earlier in their secondary education, build relationships with the adviser and have individual 'career' action plans. All students have work experience on-site in the 'oast cafe' or with employers beyond the school. Consequently, increasing numbers of students leave the school to continue their education at college.

Overall experiences and progress of children and young people in the residential provision

Requires improvement

- Some of the national minimum standards for residential special schools are not met.
- Residential pupils do not make adequate progress in their education.

- The school governors do not have sufficient oversight of the quality of care provided in the residential provision. They do not provide an effective challenge in order to promote the welfare and safety of residential boarders. This removes an important level of independent scrutiny and reduces the school's ability to identify weaknesses and take action to improve the quality of care provided to residential boarders.
- The designated safeguarding lead for the school does not receive regular supervision from the trustees. This undermines his ability to quality assure safeguarding practice in the school.
- Residential pupils enjoy staying in the houses. They participate in a wide range of activities and make positive relationships with each other and with staff members.
- Supervision in the residential provision is effective.
- There are sufficient staff on duty to meet the needs of residential pupils and provide them with individualised support. Staff enjoy working in the boarding provision. They know the residential pupils well and understand their needs. Staff nurture the pupils, who report that they like the staff and feel well cared for.
- Staff use a range of strategies to overcome barriers to communication. This enables all residential pupils to make choices and participate in decisions about their day-to-day care. Practice in this area is informed by a speech and language therapist, who also undertakes direct work with residential pupils. This helps them to develop communication skills and increases their ability to be more independent.
- Residential staff work across the school. They meet daily with teachers to ensure that residential pupils experience a consistent level of care and get the support that they need. This means that pupils who have had a difficult day at school can often present with less challenging behaviour in the residential provision and have a positive experience.
- Admissions to the residential provision are carefully planned. Staff undertake home visits and design a programme of introductions to meet the needs of each residential pupil. This means that they have sufficient information to provide individualised care and only admit young people if they are confident that they can meet their needs.

Quality of care and support in the residential provision **Good**

- Staff pay close attention to the needs of residential pupils in order to provide individualised care. Strong relationships help staff to find ways to make residential pupils more comfortable. For example, staff provide extra equipment such as keyboards or a doorbell to a room to reduce anxieties and make residential pupils feel happier.
- Parents are positive about the progress their children make, and the quality of care they receive in the residential provision. One parent commented, 'I could not ask for more, they have worked wonders for my son and the level of communication with parents is exceptional'. She went on to say, 'There is a massive difference in my son. The organisation in the residential is exceptional and they have a strong desire to support him.'
- Residential pupils participate in a wide range of activities such as music, art, fishing and cooking. The school grounds are spacious and well equipped with play equipment and sports facilities. This helps pupils stay active and keep fit. Staff organise a range of trips and outings in the local area. The residential pupils enjoy these and have a collection of photographs as mementos.

- Residential pupils contribute to daily household routines such as preparing meals and keeping their rooms tidy. This gives them a sense of belonging and teaches them valuable skills for independence.
- Residential pupils benefit from group living, learning and play. They learn important social skills such as sharing and teamwork. They get on well with each other and make friendships. Residential pupils develop the confidence to express themselves and talk about things that matter to them. For example, some, who were very anxious about meeting new people when they first started, were able to interact confidently with inspectors and share their views.
- Staff promote positive, healthy routines. Residential pupils enjoy a good balance between keeping busy and having time and space to relax. They enjoy staying in the boarding provision and benefit from a calm, structured environment.
- There are a range of therapies and specialist staff to enhance the care for the residential pupils. This includes occupational therapy, massage therapy and speech and language therapy. Staff use this specialist input to inform their care planning and interventions such as providing massage therapy to reduce anxiety and improve behaviour. Others have benefited from the support of the occupational therapist who has helped them to overcome difficulties caused by physical impairments and enabled them to perform tasks such as prepare food safely.
- The physical environment is comfortable and well maintained. Residential pupils have a range of indoor and outdoor spaces to use and explore. There is a variety of equipment, games and toys for them to enjoy. This includes a sensory room for them to relax and enjoy. They appreciate the fact that they can personalise their rooms. One residential pupil said, 'I love my room and it feels just like home'.

School details

Unique reference number	135930
Social care unique reference number	SC388553
DfE registration number	938/6267
Inspection number	10020827

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of residential provision 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	Independent
School status	Independent residential special school
Age range of pupils	8–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	88
Of which, number on roll in sixth form	18
Number of part-time pupils	0
Number of boarders on roll	26
Proprietor	The Licensed Trade Charity
Chair	Anita Adams
Headteacher	Kira Brabenec
Annual fees (day pupils)	£40,248
Annual fees (boarders)	£61,734
Telephone number	01273 832901
Website	www.lvs-hassocks.org.uk
Email address	info@lvs-hassocks.org.uk
Date of previous inspection	17–19 September 2013

Information about this school

- LVS Hassocks is a residential special school set in extensive grounds in a rural area near Brighton.
- The school's aims are to enable learners to realise their full potential and become independent individuals who are: successful learners in charge of their learning, confident individuals in control of their feelings and responsible citizens in control of their actions.
- The school caters for pupils with special educational needs associated with autism. Some pupils have moderate learning difficulties and some have challenging behaviours. All pupils have an education, health and care plan or statement of special educational needs. Currently, 23 different local authorities place pupils at LVS Hassocks.
- The school caters for pupils between the ages of eight and 19. There are currently 88 pupils on roll. Sixty-two of these are day pupils. All students attend full time.
- The boarding provision has places for up to 50 pupils. There are four different boarding houses to help meet pupils' wide ranging needs. One house provides independent living accommodation.
- Few pupils are known to be disadvantaged (those who are eligible for free school meals and children who are looked after) and receive additional funding.
- The school uses one alternative provider, Plumpton College. It is not possible to report on the outcomes of this provision without identifying the pupils concerned.
- The last full integrated inspection took place in September 2013, when the overall effectiveness was judged to be adequate. At this time, one independent school standard was judged not met. A progress monitoring inspection took place in January 2014 and found that this standard had been met. An emergency inspection of education and residential provision took place in March 2015 due to concerns about leadership and management, the provision of information, staffing ratios and communication with parents. Inspectors found all associated regulatory requirements to be met. A full inspection of residential provision took place in December 2015 and it was judged to be good.
- Since the last inspection, the school has increased the maximum number on roll from 78 to 100.

Information about this inspection

- This inspection was brought forward by the Department for Education due to concerns raised about safeguarding and leadership and management. Inspectors checked compliance with all of the independent school standards and the national minimum standards for residential special schools.
- Inspectors observed lessons in all key stages and spoke informally to pupils. Several observations were carried out jointly with senior leaders. Pupils' work was also scrutinised.
- The social care regulatory inspectors visited the residential accommodation at different times of the day, including evenings, to observe the provision. They spoke with pupils and staff.
- Inspectors met with senior leaders, middle leaders, therapists, care and residential staff. Meetings were also held with a trustee and the director of education for the Licensed Trade Charity. The lead inspector spoke on the telephone with two independent external advisers.
- There were 32 responses, including written comments, to Ofsted's online parent view and point-in-time surveys. Inspectors also met with some parents and spoke to some on the telephone. A group of pupils met with an inspector.
- Inspectors examined a wide range of documents relating to the education and residential provision. This included the school's improvement planning, minutes of trustee's meetings, information about the curriculum, safeguarding documents, records of behaviour incidents, care plans and pupils' achievement.

Inspection team

Caroline Dulon, lead inspector

Lesley Corbett

Lee Kirwin

Barnaby Dowell

Her Majesty's Inspector

Ofsted Inspector

Social Care Regulatory Inspector

Social Care Regulatory Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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