

Littlegreen School

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

Inspection dates

08/02/2017 to 10/02/2017

The overall experiences and progress of children and young people

Good **2**

The quality of care and support

Good 2

How well children and young people are protected

Good 2

The impact and effectiveness of leaders and managers

Good 2

Summary of key findings

The residential provision is good because

- The headteacher and new head of care have undertaken a review of all practices and policies relating to the residential provision. This continues to bring positive change. They model commitment and a desire to further develop the residential provision to a very high standard.
- The school has addressed the five recommendations made at the last inspection; this has enhanced areas such as safeguarding management and medication administration.
- Young people who take up the residential option for two nights a week thoroughly enjoy the experience. They have fun and recommend it to other pupils.
- Behaviour is exemplary in the residential provision time. Young people respond well to the positive approach of the staff. No restraints have taken place in the residential provision since the last inspection.
- The staff teach young people how to keep safe in the school and in the local and wider community. Staff adopt strategies to keep young people safe when they are accessing all types of social media.
- The staff work well with other professionals and parents. Communication is a strength of the school. This strong communication is enhanced by the collaborative working between education and care staff.
- Feedback from parents is highly positive. They are pleased with the progress their

children make in relation to social, emotional and educational achievements.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools.

What does the school need to do to improve further?

- Ensure that all aspects of NMS 20.2 are reported on by the governors when undertaking monitoring visits.
- Develop individual residential pupils' records further to show progress that they make and how individual targets are set.
- Continue to review all policies and procedures, especially the aims and objectives of the flexi boarding provision.
- Ensure that all records are consistently dated and signed.
- Include the management of medication errors into the current medication policy with a clear written protocol for managing errors.

Information about this inspection

This inspection was carried out with two and a half hours' notice. Inspection activities included observation of the residential provision, and formal and informal discussion with a range of young people who stay overnight, the head of care and the chair of governors. In addition, residential staff were consulted. The designated safeguarding lead (the headteacher) and teachers with a role in the residential provision were also spoken to. Contact was made with the local authority safeguarding officer. A tour of the accommodation and grounds was undertaken, and a discussion with the estates manager with regard to health and safety matters was held. The teacher with responsibility for the delivery of the personal, health and sex education programme was spoken to. A wide range of documentation was scrutinised. Although there were no responses to the Ofsted Parent View, the inspector spoke to parents and professionals to gain feedback about the residential provision. There were no pupils staying in the residential provision during the inspection as the inspection was unannounced and no stays were arranged.

Inspection team

Liz Driver

lead social care inspector

Full report

Information about this school

Littlegreen is a maintained residential special school for up to 66 boys aged from 7 to 16 years. The school provides flexible boarding for up to 12 boys overnight. Currently this is for two nights a week only. 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 who have behavioural, emotional and social difficulties. The residential provision was last inspected in February 2016.

Inspection judgements

The overall experiences and progress of children and young people

Good

Young people make very good progress, and in some cases excellent progress, in relation to their emotional and social well-being. Young people thoroughly enjoy the residential provision. They especially enjoy the access to the outdoor areas, including the wooded area, where they can play freely while being supervised by the staff team.

The headteacher and new head of care are working together closely and have identified areas for improvement, such as establishing a wider range of activities that can be offered. Together they understand the needs of the young people and the challenges posed. As a result the residential provision is developing further, with plans in place for the coming year. Overall, they are aware of the service's strengths and weaknesses and how to secure improvements.

There are detailed records in place that cover personal and sexual health, and emotional development of the residential pupils. These records have been reviewed and improved since the last inspection. However, they do not yet consistently show the progress young people make and how individual targets are set and monitored.

Young people benefit from making trusting relationships, and they feel supported and cared for by the staff. This helps them to build their self-esteem and confidence. Those young people who stay overnight experience a calm start to the school day, and engage in education ready to learn.

Young people are safe. The staff have a good knowledge of safeguarding practices. Risk assessments allow young people to take age-appropriate risks. Improvements to the safeguarding management and recording systems since the last inspection ensure close monitoring of the strategies that have been put in place, and the regular review of all safeguarding concerns.

The residential provision is well organised and of a good standard. There are sufficient numbers of staff who have the time and skills to support and listen to the young people.

The quality of care and support

Good

The stable staff team is supported by a new head of care who is keen to develop the residential provision. The staff get to know the young people and deliver sensitive and nurturing care. Young people particularly enjoy the outdoor activities that the staff enthusiastically join in with. This enables young people to keep fit and active while building excellent relationships with the staff.

Records are kept in line with the number of nights young people stay in the residential accommodation. The records clearly evidence the care given and how young people are helped to settle at night. A waking night member of staff is available if any young person should wake up or be ill. The young people say this is comforting as they know the

member of staff and feel safe when asleep.

The young people have a voice in the running of the residential provision. The views and feelings of the young people are routinely sought, mainly in an informal manner, but also via more formal avenues such as the school council, which discusses a range of areas including food choices and activities. The head of care is clear and committed in ensuring that the future development of the provision is aided by the young people's views and opinions.

The food provision is of a good standard, with plenty of healthy choices. Individual food preferences are identified and catered for. For some young people meal times can cause anxieties. The staff manage this well with sensitivity and care, by not drawing attention to young people's different choices of food, or rushing them to finish their meal. The young people say they enjoy the food and can have second helpings at meal times, and snacks at other times.

The staff have a sensitive and thoughtful approach to care. Young people are treated with dignity and respect, and this is especially relevant to those young people with medical issues. The primary responsibility for health is with the parents due to the small number of nights the residential provision is open. The staff know relevant health needs and how to meet them. The system in place for medication administration has been improved since the last inspection, especially in relation to the stock control recording. While there have been no medication errors, the current policy does not provide a written protocol for managing mistakes if they occur. There are a good number of staff who are qualified to administer first aid if needed, and a good recording system is in place.

Young people are supported to gain independence skills. This is assisted by the highly comprehensive personal, health and sex education programme. The programme delivered in the school day flows into the residential time. The staff are aware of the changing needs of the young people as they grow and develop, and are sensitive to them. They are also aware of the risks, and supervise closely when necessary.

Feedback from a parent confirms the impact the whole education and residential experience has on the young people: 'The school is phenomenal, a school of miracles. The school has given my son a future. Excellent communication. Absolutely our son is kept safe. Amazing progress made by our son including his mental health, social and education. He can integrate with other boys now which is real progress.'

How well children and young people are protected

Good

A strength of the school is its approach to safeguarding matters. The headteacher takes the role as the designated lead for child protection and safeguarding. She is suitably qualified and very experienced. The effective safeguarding arrangements mean that the young people are protected from harm. Correct procedures are followed and consultations with external safeguarding professionals are undertaken when necessary. Safeguarding practice is in line with the 'Keeping children safe in education' guidance.

The staff undertake regular safeguarding training which is delivered face to face, and is

supplemented with online training. As a result, the staff have a thorough awareness and good levels of knowledge so that they can identify concerns. They know how to respond to any allegations made. The staff are confident in reporting safeguarding concerns and know that they will be dealt with effectively. Safeguarding records are well organised, well maintained and routinely monitored. Development of the recording systems has resulted in the use of chronologies to assist in identifying and monitoring ongoing concerns.

A review of safeguarding incidents since the last inspection indicates that matters are appropriately addressed, and advice is sought and followed from a wide range of professionals, including the police and local authority designated officer. The designated lead for safeguarding enjoys good relationships with a range of safeguarding professionals who contribute effectively to the overall safeguarding arrangements at the school, including areas such as the risks of extremism and radicalisation.

The young people report that they feel safe at the school and have numerous adults they can talk to if they have any concerns. Information is appropriately displayed around the school informing children who they can speak to. There is a complaints system in place, but this has not been used by the young people for some time. The young people did not express any concerns during this inspection.

The staff support and coax young people to make the right choices and decisions. The young people enjoy the residential experience and want to stay, and as a result their behaviour is exemplary.

The governing body meets regularly and holds the headteacher to account. The headteacher provides a report to the governing body that includes safeguarding concerns. The governing body is now much better at recording its assessment of the effectiveness of safeguarding practice.

The residential environment is safe. Key staff ensure that all health and safety certification is up to date. The listed building is a challenge to maintain to the high standard achieved. The estates manager has undertaken audits of various systems, and this has led to a range of improvements including in fire prevention. The recommendations from the previous fire officer's visit have been addressed. Residential pupils know what action to take if a fire occurs as a result of regular fire evacuation drills. The residential accommodation is of a good standard. The use of closed circuit television, previously used extensively, has lessened considerably since the new headteacher has been in post. In the residential accommodation this does not intrude on young people's privacy, nor is it seen as a tool for behaviour management.

The impact and effectiveness of leaders and managers

Good

The headteacher shows outstanding leadership. She has appointed a new head of care who is clearly committed to providing a high standard residential experience that young people enjoy. The head of care also has a teaching role in the school and, given the low number of nights the residential provision is open, he manages both roles very well. Both the headteacher and the head of care know the strengths and weaknesses of the school and have already instigated improvements and changes. Together they have

identified areas that require future development and have plans in place to address them. The staff are positive about the changes made and the future developments.

The small residential staff team is experienced and knows the young people well. Many staff who work in the evenings delivering activities are teachers, and therefore they have a good knowledge of the young people's needs. As a result, the care provided fully underpins and supports their education. In addition, there are some staff who provide residential care only, including waking night staff. The staff work well together, and with other professionals. They are effective communicators and advocate for the young people to ensure that they are getting the best support and help. The residential staff also form very good relationships with the parents and carers. Parents say that communication is outstanding and that the staff pass on any concerns or issues. The staff are provided with training on first aid and safeguarding plus a range of other topics, for example autistic spectrum disorders. Supervision of staff enables the head of care to take appropriate action and to ensure that young people are being well cared for. All staff's work is underpinned by policies and procedures that have been subject to review, although some are still in draft format.

Areas identified in this inspection that need improving include: consistency in the dating and signing of records, and rewriting the aims and objectives of the residential provision. Neither shortfall has a negative impact on the young people's experience.

Senior leaders such as the headteacher and head of care have very good oversight of all practice. The governors play an active role in the life of the school. They visit regularly but do not report on all the required areas. This needs to be addressed.

What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against 'Inspections of boarding and residential provision in schools: the inspection framework'.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceed the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

School details

Unique reference number

Social care unique reference number SC042656

DfE registration number

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 Residential Special School

Number of boarders on roll 66

Gender of boarders Boys

Age range of boarders 7 to16

Headteacher Lynda Butt

Date of previous boarding inspection 23/02/2016

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