

# LVS Hassocks

9–10 May 2017

London Road, Sayers Common, Hassocks, West Sussex BN6 9HT

## Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

Residential provision outcome

**The school meets all of the national minimum standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1)(a), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h) and 2(2)(i)*

- During the last full inspection, a number of shortcomings were identified in the quality of education provided at the school. The quality of teaching, learning and assessment was judged to be inadequate, as were outcomes for pupils, due to poor curriculum provision and an absence of effective systems in place to monitor the quality of teaching and to ensure that pupils were making the progress required.
- Since the last inspection, a number of fundamental changes have been made to ensure the consistency of provision and the accountability of staff. Schemes of work and long- and medium-term curriculum plans have been reviewed and refined. These now take into account the age, aptitudes and needs of all pupils, including those in the sixth form.
- School leaders have introduced new systems to monitor the quality of provision. These include checks on teachers' planning, ensuring that the curriculum meets the needs of pupils, formal and informal classroom observations and checks on the quality of pupils' work. As a result, the quality of teaching, learning and assessment is improving across the school, including in the sixth form. Consequently, pupils are now making better progress in a range of subjects, not least mathematics and English.
- Changes to the curriculum and the way teachers are expected to plan and deliver lessons have ensured that pupils are now experiencing a more balanced and appropriate range of subjects and learning experiences. This includes providing for their spiritual, moral, social and cultural education, as well as impartial careers guidance where appropriate.
- Preparing pupils for life in modern Britain, including ensuring that they understand the need for tolerance and respect for others, has been given a particular focus by school leaders. Teachers are expected to identify in curriculum plans when and how this will take place. The impending arrival of a new middle leader with specific responsibility for

this aspect of the curriculum will further strengthen provision.

- Improvements secured in teaching, learning and assessment apply as much to the sixth form as they do to the rest of the school. As a result, expectations of students and of the progress they make are much higher, and the quality of education is improving.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

*Paragraphs 3(a), 3(b), 3(c), 3(d), 3(e), 3(g) and 3(h)*

- During this inspection, it was clear that many significant changes have been made since the school was found to be inadequate in 2016. Changes in leadership and higher expectations of staff and pupils are having a positive impact on improving all aspects of the school. Crucially, pupils are now motivated to engage with learning, not least because of the improvement in the quality of teaching.
- Leaders are now monitoring the quality of teaching and learning effectively. Teachers and support staff are more aware of the strengths and weaknesses in their day-to-day classroom practice. As a result, strong practice is celebrated and built on, while weaker practice is remedied.
- The way teaching and support staff manage pupils' behaviour has also improved as a result of better-quality teaching, higher expectations and a more consistent approach to implementing the school's behaviour policy across the school.
- Teachers and support staff are expected to provide appropriate levels of support and challenge to all pupils. This includes most-able pupils and those who need to catch up. Provision for disadvantaged pupils is also monitored much more closely than in the recent past. Consequently, pupils are making much better progress.
- Classroom visits showed a high degree of pupil engagement with learning across key stages and in different year groups. Relationships are strong. Expectations and levels of challenge are appropriate. It was evident that teachers plan learning opportunities that meet the needs of individual pupils well.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

*Paragraph 4*

- A new system to assess and monitor pupils' progress has been introduced since the last inspection. Baseline assessments have been carried out on each pupil in the school. Assessment information is being used by teaching staff to identify gaps and plan the next steps in learning. Regular meetings between leaders and teaching staff to monitor the progress of groups and individual pupils are now taking place. A new reporting format has been introduced to evaluate and evidence pupils' performance.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraphs 5(a), 5(b)(iii), 5(b)(v) and 5(b)(vi)*

- At the last inspection, it was found that pupils were not well prepared for life in modern Britain. Furthermore, leaders were not promoting equal opportunities or encouraging pupils to take responsibility for their own behaviour.
- Since the last inspection, there have been many changes to the way the curriculum is planned and delivered. Opportunities for pupils to learn about values and consider what might constitute fundamental British values are now explicit in schemes of work and delivered as part of the day-to-day curriculum. These include opportunities for pupils to learn about tolerance and mutual respect for other people, including those with different faiths and beliefs.
- The spiritual, moral, social and cultural education of pupils is factored in in a range of different ways, including in tutor group sessions, in assemblies and in lessons which focus on aspects such as citizenship and the rule of law.
- The recent appointment of a new member of staff who will have responsibility for personal, social and health education will also strengthen the school's provision in this area.
- Expectations for behaviour and the way pupils conduct themselves in classrooms and around the school have increased dramatically. Staff training has ensured a more consistent approach to managing behaviour across the school. Improvements in procedures to check pupils are in classrooms on time when they move between lessons, as well as more consistent routines at the start and end of the school day, have all helped improve the behaviour and attitudes of pupils.
- Coupled with higher expectations and a more coherent approach to managing behaviour, the school's physical environment has been reviewed and levels of supervision increased to ensure that pupils are safe. New perimeter fencing has been installed. New gates are about to be fitted. Access to certain areas of the school grounds has been restricted.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

## Part 3. Welfare, health and safety of pupils

### *Paragraphs 7(a) and 7(b)*

- At the last inspection, arrangements for safeguarding pupils were not found to be effective. Leaders did not ensure that pupils were safe while on the school site. Up-to-date information did not inform safeguarding practice or the safeguarding policy. Poor behaviour and inappropriate levels of supervision of pupils were found to be of concern. Pupils did not feel safe in school and reported that bullying was taking place and not being dealt with.
- Arrangements to safeguard and promote the welfare of pupils have been reviewed and improved. A wide range of policies and procedures have been updated by school leaders and those responsible for the governance of the school. These include the safeguarding policy, which complies with current guidance and is published on the school's website in

compliance with paragraph 32(1)(c) of the independent school standards.

- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

*Paragraphs 8(a) and 8(b)*

- At the last inspection, arrangements to safeguard and promote the welfare of boarders while accommodated in the school's residential provision were not found to be effective. School leaders have made the necessary improvements, as reported elsewhere in this report.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

*Paragraphs 9(a), 9(b), 10 and 14*

- Policies and procedures to discourage poor behaviour and eliminate bullying have been reviewed and updated. Levels of supervision of pupils have improved, especially when pupils move around the school and at breaks and lunchtimes. Expectations of behaviour are much higher. Bullying is not tolerated. Relationships between staff and pupils are much improved.
- During classroom visits, observations of breaktimes and visits to the school's residential provision, inspectors were able to see that pupils' behaviour is better than in the past. The school's own monitoring records show that instances of poor behaviour, particularly of pupils leaving the classroom without permission, have reduced significantly since January this year.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

*Paragraphs 16(a) and 16(b)*

- At the last inspection, it was found that risk assessments were not consistent across the school and residential provision, which impacted negatively on pupils' welfare.
- School leaders have addressed this problem by introducing one common risk assessment. Communication between residential and academic staff has also improved. Daily handover routines between residential and school staff are now more effective. Leaders have introduced more regular meetings between residential and school staff to ensure that information is shared more effectively.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

**Part 8. Quality of leadership in and management of schools**

*Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- At the last inspection, a number of independent school standards and national minimum standards for residential special schools were not met. Consequently, an action plan was drawn up to address the unmet standards. This action plan was judged to be unacceptable when it was evaluated in February 2017.
- As a result of the school's action plan being judged to be unacceptable by the Department for Education, school leaders have further refined plans to address the unmet standards found at the last inspection. This has enabled them to take effective

action in addressing the unmet standards.

- Changes in the school's senior leadership team and improvements in governance have resulted in good progress in improving all aspects of the school's provision since the last inspection. The model of governance is about to be further enhanced by the introduction of a local governing body with clear terms of reference and improved lines of accountability. This is a sensible next step and likely to accelerate the rate of progress the school is now making.
- Because all standards previously identified as being unmet are now met, this standard is also now met.

### Residential provision

Compliance with the national minimum standards for residential special schools that were assessed during this inspection

#### *National minimum standard 2.2*

- The previous inspection identified that residential pupils did not have access to an independent person to talk to if they had concerns. The name, photograph and contact details for an independent person are now on display in houses. Residential staff ensure that pupils are aware of this person and their role through house meetings. Residential pupils have tokens they can use in the payphone to make a free, private telephone call to this person. This national minimum standard is now met.

#### *National minimum standard 11.1*

- At the previous inspection, risk assessments were not consistent across the school and residential provision. This has been remedied and there is now a coherent approach. Communication between school and residential staff is effective and important information is shared appropriately to promote residential pupils' welfare. This national minimum standard is now met.

#### *National minimum standard 13.1*

- Inspectors concluded that, at the time of the last inspection, arrangements for monitoring the effectiveness of the leadership, management and delivery of the residential and welfare provision in the school were ineffective. Changes are being implemented in relation to the governance of the school to form a fully functioning governing body to provide oversight, accountability and challenge to leaders and managers. This national minimum standard is now met.

#### *National minimum standard 13.3*

- At the time of the last inspection, the designated safeguarding leader had not undertaken specific training on child sexual exploitation, which undermined his ability to take effective action to address any concerns when pupils may be at risk of exploitation. He has recently undertaken this training, thus strengthening his knowledge and awareness to ensure that appropriate steps are taken to protect pupils. This national minimum standard is now met.

#### *National minimum standard 15.6*

- Inspectors found at the previous inspection that the policy for pupils who go missing from school was not consistent with the local authority's runaway and missing from home and care protocols and procedures. This policy has been reviewed. It now contains

information to ensure that pupils are able to access an independent person to talk to when they return. This will provide an opportunity to uncover information that can help protect pupils. This national minimum standard is now met.

*National minimum standard 19.2*

- At the time of the last inspection, not all residential staff had achieved, or were working towards, the required qualification within three months of confirmation of their employment. Staff have recently enrolled on a suitable course and are undertaking the appropriate training to ensure that they are equipped with the knowledge and skills to meet the needs of residential pupils and provide high-quality care. This national minimum standard is now met.

*National minimum standard 19.6*

- Managers of the residential provision were not receiving supervision to support them in their leadership roles and oversee their performance and their impact on the development and welfare of residential pupils. The designated safeguarding lead was not receiving supervision to ensure that he was effective in the role. These managers are now receiving regular supervision and appropriate support. This national minimum standard is now met.
- Leaders and managers have demonstrated that they have taken effective action to address the shortcomings identified in the residential provision at the last inspection.

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

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for residential special schools and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively and:
  - that full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, is provided
  - that pupils acquire speaking, listening, literacy and numeracy skills (paragraphs 2(1)(a), 2(2), 2(2)(a) and 2(2)(b)).
- Personal, social, health and economic education which:
  - reflects the school's aim and ethos
  - encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- For pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
  - is presented in an impartial manner
  - enables them to make informed choices about a broad range of career options
  - helps to encourage them to fulfil their potential (paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs:
  - that all pupils have the opportunity to learn and make progress
  - effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(2)(g), 2(2)(h) and 2(2)(i)).
- 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 (paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g) and 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 (paragraphs 5 and 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 (paragraphs 5, 5(b), 5(b)(iii), 5(b)(v) and 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 (paragraphs 7, 7(a) and 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 (paragraphs 8, 8(a) and 8(b)).
- The proprietor must promote good behaviour among pupils by ensuring that a written behaviour policy is drawn up that, among other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour; and the policy is implemented effectively (paragraphs 9, 9(a) and 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 (paragraphs 16, 16(a) and 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
  - actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

**The school now meets 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 a formal annual appraisal of their performance (NMS 19.6).

## School Details

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Unique reference number	135930
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Social care unique reference number	SC388553
DfE registration number	938/6267
Inspection number	10033542

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	Eight to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	81
Of which, number on roll in sixth form	18
Number of part-time pupils	0
Number of boarders on roll	23
Proprietor	The Licensed Trade Charity
Chair	Anita Adams
Headteacher	Terry Kelly
Annual fees (day pupils)	£40,248
Annual fees (boarders)	£61,734
Telephone number	01273 832 901
Website	<a href="http://www.lvs-hassocks.org.uk">www.lvs-hassocks.org.uk</a>
Email address	<a href="mailto:info@lvs-hassocks.org.uk">info@lvs-hassocks.org.uk</a>
Date of previous standard inspection	20–22 September 2016

### Information about this school

- LVS Hassocks is a residential special school set in extensive grounds in a rural area near

Brighton.

- The last full integrated inspection took place in September 2016, when the overall effectiveness of the school was judged to be inadequate. At that time, a number of independent school standards were found not to be met.
- At the last full integrated inspection, the residential provision was judged to require improvement. At that time, a number of national minimum standards for residential special schools were found not to be met.
- Since the last inspection, there have been several changes to the senior leadership team at the school, including the appointment of a new head of school, a new deputy headteacher, a new assistant headteacher and a new therapy manager.
- The school caters for pupils who have special educational needs associated with autistic spectrum disorder. Some pupils have moderate learning difficulties and some have challenging behaviours. All pupils have an education, health and care plan or a statement of special educational needs.
- The school is registered for up to 100 pupils between the ages of eight and 19. There are currently 81 pupils on roll. 58 of these are day pupils. All students attend full-time.
- The school's residential provision has places for up to 50 pupils. There are four different 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.

## Information about this inspection

- This integrated inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards, the national minimum standards for residential provision and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection since the previous inspection. As a monitoring inspection, this inspection was carried out without notice.
- The school's action plan to address the unmet independent school standards identified at the last inspection was rejected by the Department for Education in February 2017.
- During this inspection, inspectors carried out a wide range of inspection activities within the school and residential provision. Some inspection activities, such as meetings with school leaders, were carried out jointly.
- Inspectors visited classrooms to observe teaching and learning, talked to pupils and assessed the quality of their work. They observed pupils' behaviour in classrooms, as they moved around the school and at lunchtime. The school's residential provision was also visited.
- Meetings or telephone conversations were held with the head of school, the head of residential provision, two senior leaders with responsibility for safeguarding and representatives of the proprietor, including the director of human resources, the director of education and the chief executive officer.
- Inspectors took the opportunity to talk to pupils informally throughout the inspection. One inspector met briefly with members of the school council to discuss with them their views of the school.
- Inspectors considered the views of parents by taking into account 29 responses to Ofsted's online parent questionnaire, Parent View. Two telephone conversations were also held with parents.
- Inspectors scrutinised a wide range of documentation, including the school's safeguarding and other associated policies, records of governors' meetings, the school's own self-evaluation and improvement planning, pupils' progress information, behaviour records, records of staff training and the single central record of staff checks.

## Inspection team

Clive Close, lead inspector	Her Majesty's Inspector
Jan Hunnam	Social Care Regulatory Inspector

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