

# Littlegreen School, Compton

## Inspection report

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<b>Unique Reference Number</b>	126156
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340928
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Kay (Kathleen) Charlton

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Shippam
<b>Headteacher</b>	Mrs S Roberts
<b>Date of previous school inspection</b>	10 November 2009
<b>School address</b>	Compton Chichester PO18 9NW
<b>Telephone number</b>	023 92631259
<b>Fax number</b>	023 92631740
<b>Email address</b>	office@littlegreen.w.sussex.sch.uk

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<b>Age group</b>	7–16
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<b>Inspection number</b>	340928

**Boarding provision****Social care Unique Reference Number****Social care inspector**

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## Introduction

This inspection was carried out by an additional inspector and a social care inspector. Ten lessons were observed and eight teachers seen. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at the school improvement plan, assessment and tracking information, planning, the school's monitoring records, policies and eight parental/carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which teaching ensures all pupils achieve their best, with a focus on writing and information and communication technology (ICT)
- the success of the school in ensuring improvements in pupils' behaviour and attendance
- the effectiveness of the school's leadership at different levels, including that of the federated arrangements, in ensuring improvement, particularly in teaching and learning and pupils' achievements
- the effectiveness of the boarding provision.

## Information about the school

Littlegreen is a special school catering for pupils with social, emotional and behavioural difficulties. A minority are on the autistic spectrum and these pupils are taught in the additional needs support unit. All pupils have a statement of special educational needs. Most pupils leave at 14, but a few continue their education until they are 16. Pupils come from a wide geographic area. Almost all are of White British background and none speaks English as an additional language. The school offers boarding provision for up to 12 pupils on a negotiated, flexible basis, often for one or two nights a week. There is a 'hard federation' with St Anthony's School and both schools have the same governing body. The school has National Healthy Schools Status, a West Sussex Safer Place award and a bronze Eco-Schools award. The school provides outreach support to other schools in the local authority.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Littlegreen provides an outstanding education for its pupils. Excellent boarding provision makes a significant contribution to the exemplary care, guidance and support that pupils receive. Pupils, many of whom have had disruption to their schooling in the past, gain the personal and social skills that prepare them extremely effectively for their future lives. They make excellent progress in their academic learning because of outstanding teaching; teachers challenge all pupils, regardless of their needs, to achieve their best. Safeguarding procedures are excellent and pupils say that they feel safe and secure. Relationships are very strong and a crucial factor in the school's success. Pupils enjoy school thoroughly and fully appreciate the importance of a healthy lifestyle. Work undertaken on developing pupils' skills in managing their own behaviour and social interaction is of exceptional quality. As a result, pupils' attitudes and behaviour are outstanding.

Parents and carers hold the school in very high regard and their comments about the difference it has made to their children affirm this. Parents and carers are actively involved in their children's learning, helped by a well-thought-out homework policy. The school's work with parents and carers to help them to understand and meet their children's needs is of very high quality.

The governors are extremely forward-looking and, along with the senior team, provide a clear vision, with the school's federated status at its heart, to drive improvement. They ensure that all pupils are able to overcome any difficulties in their personal circumstances, so that they have equal opportunities to succeed. The senior team, working together with all staff through high quality professional development programmes, has ensured excellent improvement since the last inspection. Leaders are discerning in their evaluations of the school's performance and are aware of those areas that are still in need of improvement. They have rightly identified that community cohesion is not sufficiently developed with reference to the national context. Middle leaders are keen and enthusiastic and have developed their skills very well in recent years, so that they implement improvements in a way that ensures not only Littlegreen School benefits but also St Anthony's. Partnerships with others, including other professionals, are used extremely well to promote the learning and well-being of pupils. As a result of the school's rigorous self-evaluation and the commitment of all staff and governors to wanting the best for pupils, the school is extremely well placed to improve in future.

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

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- Implement the plans that are in place to develop community cohesion in relation to the national context, so that pupils learn more about other communities in the United Kingdom.

**Outcomes for individuals and groups of pupils****1**

Pupils try hard and enjoy their lessons. They persevere very well in their learning, as was seen in an outstanding English lesson where older pupils showed real insight into what is meant by a revolution as part of a unit of work on Animal Farm. All pupils, including those on the autistic spectrum, reach and often exceed their challenging targets in English, mathematics and science. Attainment, although very wide-ranging, is broadly average and pupils' achievement is good. By the time they leave, older pupils gain accreditation in national examinations, including GCSE. The quality of pupils' writing is not only evident in their assessments, but also in the number of entries in a regional anthology of poetry. Pupils use information and communication technology (ICT) confidently in different subjects and now are gaining a range of entry level qualifications.

Pupils learn to be reflective and think about each other's feelings, as was seen in an assembly about friendship, and lunchtime is an occasion when pupils demonstrate their vastly improved social skills. Pupils turn to adults readily when in need of support and have the confidence to speak up for themselves. Their understanding of the need to adopt a healthy lifestyle is excellent, as reflected in the school's Healthy Schools status. Pupils take part enthusiastically in activities such as swimming, go-karting and rambling in the woods, as well as the weekly, timetabled physical education lessons. Pupils make an extremely strong contribution to the school community and, through the school's wide ranging links, make an excellent contribution to the local community. The very positive way that they talk about re-integration activities, events with local schools and cleaning up the local churchyard is particularly impressive given some of their previous histories. Pupils' excellent personal and academic skills, particularly the way they have learnt to work and play with others, and their very high attendance prepare them extremely well for life after school.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Staff have very high expectations of pupils and carefully match the work to pupils' individual needs. Teaching in the additional needs support unit is particularly effective in ensuring pupils' special needs are met. All staff use the school's high quality resources, such as ICT, very well. Teaching is underpinned by outstanding relationships and a seamless approach to behaviour management. Support staff help to build pupils' confidence so that pupils of all ages are keen to contribute their ideas. They also help teachers track and assess pupils' progress very effectively. Pupils are fully involved in the rigorous assessment procedures and this has the effect of increasing their determination to succeed.

The vibrant curriculum is tailored to pupils with a very wide range of needs and enhanced by special events such as the recent Eco Week. Overnight stays with extra-curricular activities and visits abroad through the school's French exchange programme are highlights for pupils. School productions, such as A Midsummer Night's Dream, are also high on their list of why they enjoy school. Provision for pupils' personal and social development is of exceptional quality.

Parents and carers value the close links that provide support for them as well as their children. Staff work tirelessly to develop pupils' self-esteem and help them stay safe and healthy. The staff's links with others, including health professionals, are used exceptionally well to enhance the provision. Pupils needing additional support are carefully monitored and individually tailored programmes are put in place when needed. Pupils are closely supported when joining or leaving the school and are given excellent guidance for the next steps in their education. The good work of the home/school liaison

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officer and the daily contact with parents and carers by school staff who provide the school's transport service contribute enormously to pupils' high attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

The headteacher and her senior team embed ambition and drive improvement extremely well. The school has successfully delegated leadership to key staff who take on new challenges with enthusiasm. All have improved their skills, so that they play a crucial role in school improvement. Governors have an extremely wide range of skills and use these very effectively to support and challenge the school. They have been particularly successful in re-shaping models of leadership, particularly through the school's federated status, so that pupils benefit from shared expertise, facilities and resources. Safeguarding procedures are extremely thorough and robust, with all staff adopting a very vigilant approach. The Safer Place award recognises that pupils have confidence in the systems. The school is highly successful in promoting equal opportunities and tackling discrimination. If any difficulty gets in the way of pupils doing their best, every effort is made to resolve the issue so that pupils get back on track quickly.

There are clear strengths in the promotion of community cohesion. These include the school's involvement locally and its links with some international institutions, such as those in France and Africa. However, the school is aware that it needs to extend pupils' understanding of other communities in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Boarding provision

The quality of the boarding is outstanding overall and in each of the Every Child Matters areas. One recommendation has been made as a result of this inspection. This relates to ensuring that reviews of all risk assessments are recorded to ensure that they are up-to-date and still relevant. The school has taken appropriate action to address the two recommendations made at the last inspection. The medication system has been reviewed by a registered nurse and is now robust and accurate. Records of members of staff who have attended fire training are maintained and the content of their training is recorded.

The senior management team provides excellent leadership, which is reflected in the high standard of practice seen in the boarding provision. A stable, skilled and committed team of care staff provide a consistently excellent quality of care. An outstanding commitment to equality and diversity lies at the heart of their practice, in clear recognition of the varied and complex needs of the pupils. Individual medical, physical and emotional needs are identified, assessed and met to a very high standard. The school liaises with specialists such as psychologists and psychiatrists to ensure the pupils' needs are met. Medication administration is very sound with robust systems in place.

Healthy eating is promoted to an excellent standard. Menus offer choices which address individual dietary needs, whether these are health or culturally based. Pupils are unanimously positive about the excellent quality of food.

Staff maintain respect for the privacy of pupils and sensitive information is securely stored. A clear procedure is in place for pupils and their parents or carers to voice concerns or complaints. These are addressed promptly.

Bullying is rare and dealt with robustly. Child protection and safeguarding procedures are well embedded and rigorously followed. Staff are trained and clear about their role and responsibilities in child protection. Pupils are further protected by a robust and thorough recruitment procedure. The school's approach to managing behavioural issues is detailed and carefully thought through. All staff follow guidelines set out in individual behaviour management plans, which are sensitive to each pupil's specific needs. Positive behaviour is celebrated and rewarded and sanctions are rarely applied. All staff are trained in physical intervention, although the management of episodes of challenging behaviour is focused on containment and de-escalation. Staff provide a consistent response, setting clear boundaries for the pupils. Incidents of physical restraint are rare.



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Written records of restraint are of a good quality and are endorsed by senior managers and governors.

Risk assessments are completed to a good standard and are, for the most part, regularly reviewed and updated. Robust health and safety procedures are in place, all necessary environmental safety checks are up to date, and pupils are clearly aware of the fire evacuation procedures. Fire drills occur regularly.

Pupils have numerous opportunities to share their views in formal arenas, such as the school council, as well as informally with a variety of staff members and governors. They receive excellent support and nurturing from experienced staff who clearly understand their individual needs and who assess and review them regularly and in detail. Close liaison between care and teaching staff ensures consistency of care and routine for the pupils. The school has a designated member of staff who ensures that liaison and support are offered to parents and carers. Pupils are able to contact their families and friends in private on the school's telephone.

Pupils live in well-designed, comfortable accommodation which is maintained to a very high standard. The provision of activities is excellent and offers pupils an opportunity to develop their social skills and experiences. Facilities on site are also excellent and include a swimming pool, games centre and soft play area. The school prospectus and website give a good description of the service provided.

Members of the staff team are offered regular and varied training and are well qualified to meet the complex needs of the pupils. All members of staff have regular supervision and appraisals. Good practice is promoted through the use of robust monitoring procedures. The governing body ensures scrutiny of the quality of care and support provided to pupils and a governor regularly visits the school to monitor pupils' well-being and writes reports as a result of these visits.

**National Minimum Standards (NMS) to be met to improve social care**

- Ensure all risk assessments are endorsed when they have been reviewed or updated. (NMS 26)

*This is the grade for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>1</b>
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**Views of parents and carers**

The school's own surveys of the views of parents and carers supplemented the few received by inspectors. In all cases responses are overwhelmingly positive. Parents and carers are very happy with their children's experience at school and the way it meets their needs. Comments such as, 'This school is everything we could have hoped for. It is giving our child security, confidence and the learning skills to be a happy and successful member of society,' sum this up well.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Littlegreen School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 8 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	63	3	38	0	0	0	0
The school keeps my child safe	8	100	0	0	0	0	0	0
The school informs me about my child's progress	7	88	1	13	0	0	0	0
My child is making enough progress at this school	7	88	1	13	0	0	0	0
The teaching is good at this school	8	100	0	0	0	0	0	0
The school helps me to support my child's learning	6	75	2	25	0	0	0	0
The school helps my child to have a healthy lifestyle	7	88	1	13	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	88	1	13	0	0	0	0
The school meets my child's particular needs	8	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	7	88	1	13	0	0	0	0
The school takes account of my suggestions and concerns	8	100	0	0	0	0	0	0
The school is led and managed effectively	8	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	8	100	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 May 2010

Dear Pupils

Inspection of Littlegreen School, Chichester, PO18 9NW

Thank you for making us so welcome when we visited your school. We found Littlegreen to be an outstanding school with excellent boarding provision.

You learn very well indeed because of very high quality teaching. Your behaviour is excellent. Your school provides you with exceptionally good care and support. The staff have very high expectations of you and we could see that you try hard. The atmosphere in school is brilliant and you told us that you enjoy school and that your attendance has improved greatly. All staff work hard to make sure you are safe and healthy. You are given a very interesting range of things to do, such as the overnight stays and the visits you make to St Anthony's School and further afield.

The school is extremely well led and managed. The staff are very keen to do their best for you and to develop the school even further. Governors do a great job. We have asked them to make sure that the school develops wider links to help you gain a greater understanding of the lives of other people in the United Kingdom.

Yours sincerely

Kay Charlton

Lead Inspector (on behalf of the inspection team)

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