School report

Inspection of Littlegreen Academy

Compton, Chichester, West Sussex PO18 9NW

Inspection dates:	17 and 18 January 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have very high expectations. Pupils are clear that their school makes them feel happy, welcomed and safe. They trust that staff will deal with any incidents of bullying or harassment swiftly and effectively.

Pupils benefit from the wide range of enrichment activities which help foster their skills and interests. For example, they enjoy horse riding, swimming and kayaking. Pupils look forward to trips to the theatre, museums, the beach, the local farm and Winchester Science Centre. They relish sleepovers and camping events in school. Pupils proudly raise funds and donations for charities they support.

Too often, pupils arrive at Littlegreen with a history of poor experiences of education. Staff quickly get to know pupils and their specific needs. Adults are adept at giving pupils the time and space they need to regulate some of their overwhelming complex emotions. They prioritise helping pupils to develop trusting relationships. Pupils learn to communicate their feelings successfully and become important valued members of the school community. One Year 7 pupil said, 'We like that we can take time out when we need to. This helps take the pressure out of our head and means that we do not disrupt others.'

What does the school do well and what does it need to do better?

Leaders and governors have worked resolutely to create a school that is moving from strength to strength. Staff feel appreciated and morale is high. Leaders' aspiration for all pupils to discover a deep 'love of learning' is palpable. They make sure that pupils' interests, aspirations and education, health and care plan (EHC plan) targets underpin all aspects of curriculum thinking. Leaders value the pivotal support and resources provided by the trust.

Leaders prioritise pupils' personal development. Pupils learn about different types of relationships and consent. They have plentiful opportunities to discuss current affairs. For instance, pupils debate topics such as the war in Ukraine and equal rights. Pupils learn about British values, including the importance of individual liberty and the rule of law. They understand and appreciate different cultures and communities. One Year 9 pupil echoed the views of his friends and said, 'Everyone deserves to be treated with respect. We are all the same on the inside.'

The curriculum in all year groups is vibrant, interesting and engaging. Across most subjects, the curriculum is well crafted. For instance, in mathematics, the curriculum sets out the essential knowledge pupils need to learn and the order in which it should be taught. Nevertheless, in some subjects, leaders have not provided teachers with clear information about what pupils should learn step by step. As a result, pupils do not achieve as well as they could from their individual starting points. Leaders are addressing this.

Leaders provide effective careers support and guidance. The careers curriculum starts in the primary phase through regular visits from professionals such as artists, scientists and entrepreneurs. Older pupils value the different opportunities they have to engage with the world of work and understand the routes that are available to them when they leave school. However, some pupils do not attend school regularly. This means that they miss out on vital learning and do not benefit fully from all that the school has to offer.

Reading is a central priority. Pupils enjoy visiting the well-stocked library and listening to stories staff read and recommend. The phonics programme is clearly sequenced. Occasionally, staff do not teach phonics effectively. The books some pupils read are either too easy or too hard. Consequently, some pupils do not read as well as they could.

The atmosphere around school is purposeful. Staff help pupils to successfully manage their social, emotional, and mental health (SEMH) needs. A range of specialist therapies and interventions blend into everyday routines. This helps pupils to build their self-esteem and resilience. Records show that incidents of aggressive and disruptive behaviour are reducing dramatically. Leaders are making sure that some of the individual pupil risk assessments are updated in a timely manner to acknowledge changes in individual needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils very well. They are particularly alert to the contextual vulnerabilities of their pupils. Staff are alert and look out for the slightest signs that suggest pupils may be at risk. Leaders raise concerns with external agencies and make sure that pupils and their parents have the help and support they need. Leaders are making sure that some safeguarding records are well organised and detailed. Careful checks are carried out before staff start working with pupils.

Pupils know they can talk to adults about things that are worrying them. They know how to keep safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in a few foundation subjects does not identify clearly the important knowledge pupils should learn step by step. Consequently, pupils do not achieve as well as they could from their starting points. Leaders should continue to review the curriculum so that it is well sequenced in all subjects.
- A few pupils have very poor attendance. As a result, they are missing a vital part of their education. Leaders should raise their efforts to work with families and other professionals to help find solutions and support these pupils to attend

school regularly.

- Phonics is not always taught effectively. Some of the books that pupils read do not help them practise the sounds they are taught. Consequently, some pupils do not read as well as they could. Leaders should continue to make sure that staff are well trained and that the books pupils read help them practise their phonics knowledge.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146274
Local authority	West Sussex
Inspection number	10267835
Type of school	Special
School category	Academy special sponsor-led
Age range of pupils	7 to 16
Gender of pupils	Boys
Number of pupils on the school roll	82
Number of part-time pupils	9
Appropriate authority	Board of trustees
Chair of trust	Andrew Hill
Principal	Louise Isa-Grada
Website	www.littlegreenacademy.info
Date of previous inspection	Not previously inspected

Information about this school

- Littlegreen Academy joined the Solent Academies Trust in January 2019. The predecessor school was judged as inadequate in its last inspection in November 2017.
- All pupils have complex SEMH needs. Many have a medical diagnosis, such as autism spectrum disorder or attention deficit hyperactivity disorder.
- Pupils are referred to the school by West Sussex, with a few from an adjacent local authority. All pupils have an EHC plan. Most pupils travel to school through local authority transport arrangements.
- The school operates its own hub at Chichester College for key stage 4 pupils. Some key stage 4 pupils also attend other courses at Chichester College.
- The school uses four unregistered providers of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- This inspection was conducted without notice.
- On the second day of the inspection, the school was closed to pupils and staff. This was due to poor weather in the locality making it unsafe to travel.
- The lead inspector met with the principal throughout the inspection. Inspectors held meetings with staff and pupils and talked to some pupils informally around the school.
- The lead inspector met online with three governors, including the chair of governors. She also met with the chief executive officer and chair of trustees. The lead inspector spoke on the telephone with the virtual school headteacher, a manager from one of the alternative provisions and an officer from the local authority.
- Inspectors explored the quality of education with a focus on early reading, mathematics, design technology and food technology. They visited lessons in these subjects. Inspectors met with pupils to discuss their learning and looked at their work. An inspector met with teachers and considered the curriculum in other subjects.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and some pupils.
- Inspectors considered the responses to the confidential staff questionnaire and spoke to a range of staff about their views of the school.
- The inspection team took account of the responses to the Ofsted Parent View questionnaire and the additional free-text responses.

Inspection team

Shazia Akram, lead inspector	His Majesty's Inspector
Laurie Anderson	His Majesty's Inspector

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