

Lindon Bennett School

Main Street, Hanworth, Feltham TW13 6ST

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because:

- The quality of teaching is good. Pupils in all years, including those in the Early Years Foundation Stage, make good progress. Pupils with complex needs achieve well. Pupils entitled to additional government funding and those who speak English as an additional language also achieve well.
- The most able pupils make good progress because of teachers' high expectations.
- Teachers plan work that builds on what pupils already know, understand and can do. Adults use adapted methods of communication successfully, such as symbols, to promote the pupils' early reading and numeracy skills.
- Pupils behave well. They enjoy the interesting range of activities and subjects planned for them. This has a significant impact on their achievement. Their behaviour is managed well. They feel safe and secure. Pupils' attendance is above average.
- Leadership and management are good. The headteacher and senior team lead the staff well. Together with governors, and with the support of the local authority, they have improved teaching quality and pupils' progress.
- Governors are well informed about the school's development. They provide a good level of challenge to, and support for, the school's leaders.

It is not yet an outstanding school because

- Pupils do not make very rapid progress because teaching is not outstanding.
- Sometimes pupils do not understand the tasks they have to do and this can slow down their progress.
- Adults do not always communicate with pupils in a consistent way. This confuses pupils and limits their progress.

Information about this inspection

- Inspectors observed 13 lessons and parts of lessons, all of which were joint observations with senior staff.
- Meetings were held with teachers, senior and other leaders, three members of the governing body, including the chair, and a representative of the local authority. A telephone conversation was held with a parent.
- Inspectors took into account the school’s survey of parents’ opinions and the 21 responses to the on-line questionnaire, (Parent View). The team also looked at 38 completed staff questionnaires.
- The inspection team observed the school’s work and looked at a range of documents including self evaluation and development planning. Inspectors looked at records of pupils’ progress, behaviour and attendance as well as monitoring reports on the quality of teaching and the curriculum. All records relating to the safeguarding of pupils were scrutinised.

Inspection team

Melvyn Blackband	Lead inspector	Additional inspector
Kate Robertson		Additional inspector

Full report

Information about this school

- The school provides for pupils with severe and complex learning difficulties, including those with a diagnosis of autism. All the pupils have a statement of special educational needs.
- A much larger than average proportion of pupils (almost 90%) are from minority ethnic groups, reflecting the make-up of the borough. A large proportion of these pupils speak English as an additional language.
- There are many more boys than girls.
- An above average proportion of pupils are eligible for additional government funding (the pupil premium) because they are entitled to free school meals or are looked after children.
- The school is on two sites, one of which houses the main school and the other is for Nursery- and Reception-aged children in the Early Years Foundation Stage. There are 13 full-time Reception children and 23 Nursery children who attend on a part-time basis.
- The headteacher joined the school in September 2013

What does the school need to do to improve further?

- Raise teaching from good to outstanding by:
 - ensuring teachers consistently set clear and focused learning activities
 - ensuring adults always use the same methods of communication with individual pupils.

Inspection judgements

The achievement of pupils is good

- The attainment of pupils is low on entry because of their complex learning difficulties, although this can vary widely. Despite this, almost every pupil makes good progress irrespective of their ethnic backgrounds.
- Children in the Early Years Foundation Stage achieve well because of good teaching and interesting activities which are well matched to their individual needs and stage of development. They make good progress in their communication and personal development. This prepares the children well for their future education.
- The pupils throughout the school make good progress in communication and in the early stages of reading, writing and number work. This helps them to achieve well in all their subjects. Teachers effectively use a variety of methods of adapted communication, including symbols and signing, to promote increasingly sustained responses from pupils with complex needs.
- The most able pupils practise using and matching shapes and symbols. They make good progress in learning the sounds that letters make and pronouncing words. A few older pupils are able to read words and sentences.
- Pupils make good progress in mathematical development because in many lessons they are encouraged to count and to make comparisons between, for example, 'bigger and smaller'.
- Additional funding has been well used to increase the amount of support available through enhanced support in communication and personal development. Due to the wide variation in starting points, the attainment of pupils in Year 6 also varies widely. The achievement in English and mathematics of pupils eligible for additional funding is as good as that of other pupils. There are no differences in the rates of progress of these pupils or those for whom English is an additional language.

The quality of teaching is good

- Teaching throughout the school, including in the Early Years Foundation Stage is good. The quality of teaching has improved over the last year. Teaching is not yet ensuring pupils make outstanding rather than good progress.
- Pupils' good achievement is the result of regular and rigorous checking by the senior staff, accompanied by a high level of training and support where appropriate. All adults are well trained in providing for pupils with complex needs, including autism.
- Teachers have a good understanding of the pupils' learning needs. They adapt activities effectively and make good use of a variety of resources to promote pupils' communication skills. Reading, writing and mathematics are taught well. For example, one higher ability pupil brought cards to the dining room containing the names of some of the lunchtime assistants. A number of adults approached him to ask how he was and on each occasion, he was delighted to see them and correctly identified their names on his cards.
- Adults use different communication strategies successfully on an individual basis with specific pupils. On occasion however, adults use a combination of methods with the same child and this causes confusion.
- Working relationships between adults and pupils are very positive. Teachers give pupils a high level of individual support. As a result, adults know the pupils and their abilities very well. Pupils enjoy their lessons and are interested in all their activities. Adults generally use communication aids skilfully to help pupils understand their work better. They use questions appropriately to check the pupils' understanding and they are skilled at reorganising work to improve the pupils' progress.
- Teachers have high expectations of their pupils' success. They check how well pupils are learning and measure their progress very carefully in very small steps. Checking information

about pupils' progress is becoming a strength of the school. The information gathered is used effectively to construct clearly focused plans for pupils' learning. These help pupils, including the most able and those with very complex needs, to learn as fast as they can.

- Occasionally, pupils' progress is diminished when teachers do not explain tasks clearly enough so that pupils know exactly what they should do.
- Adults carefully measure the pupils' progress in each lesson. They tell pupils when they have done well and make sure they know how to make their work better. However, pupils' progress is limited when they are unsure what they have to do next to improve their work.

The behaviour and safety of pupils are good

- The pupils' behaviour is good. From the youngest to the oldest, they have positive attitudes to their lessons. They look forward to the activities they are given. This has a positive impact on their good learning.
- Lessons proceed calmly and with an obvious working rapport between staff and pupils. There is very little disruption to learning. The attendance of most pupils is above average for the type of school.
- Pupils behave well outside the classroom. In the dining room and the playground, pupils are quiet and well behaved and they are respectful and interested in all other children and adults.
- Bullying is largely unknown. There are very few recorded incidents and none over the last year. There have been no exclusions over the same period.
- The pupils are aware when people are not friendly towards them. Invariably pupils are supportive to each other. Adults provide excellent role models for their behaviour.
- Adults manage the pupils' behaviour well. There are detailed records of incidents, for example when a pupil's behaviour becomes challenging, through frustration or physical discomfort. Any incidents are analysed to look for ways of reducing the pupil's anxiety or unhappiness and improvements put in place. The number of recorded incidents has decreased substantially over the year, although the school feels there is still room for improvement. Good behaviour is suitably praised and pupils are consistently shown how to behave.
- The school's work to keep pupils safe and secure is good. Safeguarding procedures are effective. Medical interventions, risk assessments and all protocols relating to wheelchairs and to moving non-ambulant children are robust. When pupils go out of school, they are shown how to keep safe, for example when they cross the road. Parents and staff are very satisfied that pupils are safe and well cared for.

The leadership and management are good

- The experience and expertise of the headteacher have enabled her to build a strong team of senior and middle leaders, who are effective in improving standards. She has established a culture of high expectations of both staff and pupils. Staff are positive about the school's continuing improvement and the quality of leadership. One commented, 'The school has made huge progress in a short time.' Morale is high.
- Leaders check pupils' progress regularly. Assessment and tracking of pupils' achievements, both academic and in behaviour, are now well established. Leaders have a good overview of teaching. Teachers intervene quickly should pupils not do as well as they could. The equal opportunities of all pupils to achieve well, including those who receive additional funding and those who speak English as an additional language, is a high priority for the school. There is no discrimination. As a result, almost every pupil, including those eligible for additional funding, makes good and sometimes rapid progress.
- Teaching has consistently improved over the last year because of rigorous checks on teachers' performance. Teachers have reacted well to this increasing accountability, because it is

accompanied by many opportunities for further training and support. Checks are linked effectively to national standards for teachers. There are clear policies for rewarding good performance through salary increase and robust measures should performance be less than expected.

- Through constant checking, senior and middle leaders have established accurate self-evaluation strategies. They are aware of the school's strengths and remaining areas for development. For instance, leaders are aware of occasional shortcomings in explaining work for individuals.
- Planning for further development is appropriately focused on areas still requiring improvement. Governors are involved in the planning process. They systematically challenge the school's leaders to develop further. The local authority continues to support the school well. The school has a good capacity to make further improvements.
- The curriculum is appropriately adapted to take account of pupils' learning needs. Their access to subjects is supported successfully by well-organised alternative methods of communication. Children in the Early Years Foundation Stage benefit from carefully adapted programmes and interesting and exciting activities. Older pupils work through topics which consistently emphasise communication, literacy and numeracy skills.
- The additional government sports funding has been used well to promote the participation of all pupils through the purchase of suitable resources. Pupils enjoy many opportunities to go out on visits to places of cultural importance such as mosques and local churches. Here, pupils' sense of wonder and their social and communication development can be promoted strongly. Pupils' spiritual, moral, social and cultural development is fostered well.
- There are effective links with parents, who feel that communication from the school is good. Parents are overwhelmingly satisfied with the school's work in keeping their children safe, in ensuring they make good progress and that they behave well.
- Safeguarding arrangements are secure and meet current statutory requirements.

■ **The governance of the school:**

- Governors are well informed about the pupils' progress and how it compares with similar schools. The governing body critically examines all aspects of pupils' achievement and knows the quality of teaching. Governors provide positive challenge to the school's leadership. They manage finances appropriately. They have a clear role in overseeing performance management and salary implications and are well informed about additional government funding and its impact on pupils' progress. Members undergo regular training in, for instance, finance, interpretation of data and child protection. They are up to date in regulations regarding the appointment of staff and ensure they monitor health and safety and the safeguarding of children.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102556
Local authority	Hounslow
Inspection number	439519

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community special
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair	Lorna Goodwin
Headteacher	Clare Longhurst
Date of previous school inspection	8–9 July 2009
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