

# Linton School

## Inspection dates

11 February 2019

## Overall outcome

**The school meets the independent school standards relevant to the material change.**  
**The material change has already been implemented.**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 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)*

- Leaders have an appropriate curriculum policy which reflects key stage 2 as well as key stages 3 and 4. It includes a sufficiently broad range of subjects. The details emphasise the contribution each subject makes to the spiritual, moral, social and cultural education of all pupils, including those that are in key stage 2. This approach demonstrates leaders' commitment to actively providing a flexible and personalised education. The details also show that the active promotion of values such as tolerance and respect, and developing pupils' knowledge and understanding of being a British citizen, lie at the core of the school's work.
- The curriculum policy is supported by a three-year curriculum overview for key stage 2 pupils. There are long-term schemes of work for each subject. The schemes of work and examples of the supporting planning are thorough. It is evident that leaders have thought carefully about what key stage 2 pupils will learn during their time at the school. The planning takes into account the specific and very individual needs of pupils, a number of whom are likely to have special educational needs and/or disabilities (SEND).
- The curriculum is appropriately broad. Pupils experience a variety of subjects, such as mathematics, English, science, information and communication technology, religious studies, a modern foreign language and physical education. There is also a creative curriculum that includes history, geography and art. Pupils have the opportunity to access an extensive outdoor curriculum that includes gardening, animal care and horse riding.
- Personal, social and health (PSH) education is regularly timetabled and is informed by an individual curriculum plan based on pupils' personal life experiences and potential risks. Pupils then engage in a prevention-focused curriculum and are set individual targets to assess their growing resilience. Non-timetabled personal, social and emotional opportunities are taken up as the situation arises.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i) and 3(j)*

- Leaders have employed three teachers and three teaching assistants to cater for the pupils presently on roll. More will be appointed as new pupils arrive. The deputy headteacher has expertise in working within key stage 2. Leaders have a very clear idea of the calibre and expertise they are looking for in any new teachers and staff that might be appointed in future.
- As the school has already admitted key stage 2 pupils, teaching plans are in place. These are prepared to a good standard. They show that teachers have a thorough subject knowledge in a range of subjects. They also indicate that there are opportunities for pupil progression according to ability. This is because activities are closely matched to pupils' needs. Activities are regularly evaluated, and planning adjusted accordingly. Pupils are encouraged to try more challenging work and so move on in their learning. Resources are good quality and are appropriate for key stage 2 pupils. The presentation of activities captures pupils' interest, which contributes to the positive attitudes to learning that pupils demonstrate much of the time.
- There are effective strategies for managing behaviour. Pupils are clear about the behaviour expectations there are in school and try hard to behave in a responsible manner. When pupils do struggle, staff have good strategies to calm pupils and get them back on track as soon as possible.
- The headteacher and deputy headteacher are qualified and experienced teachers. They are well equipped to ensure that the already established quality of teaching remains at least good.

*Paragraph 4*

- Leaders have a suitable assessment policy.
- Pupils' attainment and personal needs are formally assessed when they arrive at the provision. Their progress and attainment are assessed each half term. Records are comprehensive and thorough. Teachers and leaders have an extremely good understanding of the progress pupils make across the curriculum. This is shared termly with parents and carers and the proprietor. Targets are set from these assessments and reviewed regularly.
- All of the standards in this part are met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- Documentary evidence indicates that the spiritual, moral, social and cultural development of pupils is a thread that runs throughout the provision. This is confirmed through a key stage 2 scrutiny of work. Schemes of work, policies, aims and enrichment activities all have pupils' spiritual, moral, social and cultural development at their core.
- There is evidence that pupils learn about democracy and different faiths. Schemes of work include opportunities for pupils to develop spiritual, moral, social and cultural understanding.

- Leaders involve all pupils, including those in key stage 2, in enterprise and charity work. This supports the development of pupils' skills, broadens their horizons and provides an opportunity for them to experience a balance of opposing views. There are ample opportunities for pupils to be able to put into practice the values that are fundamental to living in Britain. Leaders have also built in opportunities for key stage 2 pupils to learn life skills such as good financial management.
- The school's policies include positive reference to all the protected characteristics set out in legislation.
- The standard in this part is met.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders have paid meticulous attention to statutory guidance. They have put in place all the necessary arrangements to ensure the safeguarding of pupils and to promote the welfare of pupils at the school. This includes a suitable safeguarding policy. It is up to date, reviewed regularly and meets all current statutory requirements. The safeguarding policy is available to parents and is on the school's website.
- Leaders demonstrate the knowledge and experience to extend the age range of the school to key stage 2. They fulfil their responsibilities to actively promote the well-being of pupils.
- The quality of their leadership is reflected in ensuring that all of the independent school standards inspected as part of this material change inspection are consistently met.

## Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

## School details

Unique reference number	145242
DfE registration number	888/6075
Inspection number	10092936

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Independent special school
School status	Independent school
Proprietor	ROC Northwest Limited
Chair	Katie Stephens
Headteacher	Emily Haddock
Annual fees (day pupils)	£54,000
Telephone number	01772 957074
Website	<a href="http://www.lintonschool.lancs.sch.uk">www.lintonschool.lancs.sch.uk</a>
Email address	<a href="mailto:emilyhaddock@mountwoodacademy.co.uk">emilyhaddock@mountwoodacademy.co.uk</a>
Date of previous standard inspection	20–21 November 2018

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–18	8–18	8–18
Number of pupils on the school roll	3	12	12

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	3	12
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	3	12
Of which, number of pupils with an education, health and care plan	3	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	3	12

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	4
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	3	3

## Information about this school

- Linton School is a small independent special school. The building offers a range of additional facilities, including a small sports hall, a horse-riding paddock and an extensive outdoor area. This provides space for activities such as gardening, farming and animal husbandry.
- The school provides full-time education for up to 12 male or female pupils, aged between 11 and 18 years. However, leaders have sought this material change inspection to change the age range to eight to 18 years. At the time of this inspection, there was a nine-year-old pupil registered in school.
- All pupils have a high level of need related to social, emotional and mental health

needs and behavioural difficulties. Some, but not all, have been excluded from their mainstream or special school.

- All pupils have special educational needs and/or disabilities and have an education, health and care plan.
- The sole referral route for placing pupils at the school is through local authorities from across England and Scotland.
- The school aims to nurture pupils by offering high-quality learning experiences so that they can 'be the best they can be'. Pupils are given the opportunity to learn and develop in a 'supportive and creative environment', ensuring that they 'feel safe and happy' to progress and achieve.
- Linton School is one of two schools owned and run by the proprietors, ROC Northwest Limited. As well as the executive headteacher, there is a proprietor. The proprietor acts as sole governance of the school.
- The school uses Myerscough College as an alternative provider.

## Information about this inspection

- This is the first material change inspection that has been carried out. It has been sought by the school to increase the age range to eight to 18 years.
- During the inspection, documents and policies related to the material change were scrutinised, as was the school's safeguarding policy. A visit was made to the site of the school and a brief tour was made of the accommodation. Discussions were held with the headteacher and deputy headteacher.

## Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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