



# Lindon Bennett School

## Inspection Report

**Unique Reference Number** 102556  
**LEA** Hounslow LEA  
**Inspection number** 276734  
**Inspection dates** 11 July 2006 to 12 July 2006  
**Reporting inspector** Judith Charlesworth AI

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

<b>Type of school</b>	Special	<b>School address</b>	Main Street
<b>School category</b>	Community special		Hanworth
<b>Age range of pupils</b>	3 to 11		Feltham TW13 6ST
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088980479
<b>Number on roll</b>	77	<b>Fax number</b>	02088934630
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Karen Adams
<b>Date of previous inspection</b>	13 November 2000	<b>Headteacher</b>	Mr Steve Line

Age group	Inspection dates	Inspection number
3 to 11	11 July 2006 - 12 July 2006	276734

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Lindon Bennett caters for pupils aged three to eleven years who have severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) or autistic spectrum disorder (ASD) with SLD. The ratio of pupils with PMLD and ASD is increasing. The school has recently opened a separate resource to cater for the needs of some of its existing pupils with ASD and for others referred directly by the Local Authority. Class groups in the main school have been reorganised to meet the PMLD and SLD pupils' needs more effectively. Two thirds of the pupils are from minority ethnic heritages, and over half are from families where English is not their first language.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Lindon Bennett is an outstanding school. This is better than the school regards itself because, despite rigorous self-evaluation which underpins its success, the school tends to be too modest. Pupils' achievement is outstanding in the Foundation Stage and Years 1-6, and in each of the three needs-led groups, because all aspects of the school's provision for them are excellent. The leaders and managers of the school are focused on providing high quality education and care. They are successful in this and Lindon Bennett provides very good value for money. Pupils' achievement is carefully monitored, and very effective systems have been set up to ensure that each individual is carefully assessed. Targets are set for learning as a result and are achieved through exciting and interesting teaching and curriculum activities. The school provides for and teaches pupils to stay safe and healthy, to enjoy and achieve in their work and to be prepared for the next stage of their lives. Relationships in school are excellent and the atmosphere is exceptionally warm and supportive. All of this contributes to pupils' outstanding personal development and helps them feel safe, thrive and learn well.

The leadership, management and governance of the school are outstanding. The school continually seeks to evaluate its work and improve its practice. School improvement has been excellent since the last inspection and its capacity to make further improvements is also excellent. The school strives to extend pupils' opportunities for learning to outside Lindon Bennett's walls, for example by entering pupils in community-based competitions and seeking opportunities for their inclusion in mainstream and other special schools on a part or full time basis. However, not all schools feel able to collaborate with Lindon Bennett to provide regular, sustained inclusion opportunities that would benefit the pupils' academic and social development.

Parents are overwhelmingly supportive of the school. One parent wrote: 'I have nothing but praise and good things to say about Lindon Bennett. They have done my daughter proudandhellip;.run by thoughtful, caring and passionate teachers (meaning staff) who put the children first at all times.'

### What the school should do to improve further

The school should work with the Local Authority to increase opportunities for pupils' inclusion in other schools

## Achievement and standards

### Grade: 1

Pupils' achievement is outstanding because the quality of education, care and support provided is excellent. The standards attained are understandably below average, but all pupils make very good progress towards, and meet, the precise and challenging targets set on their individual education plans (IEPs.) Pupils' achievement in relation to their starting points and capabilities, as measured by national measures (P levels)

is excellent. Data analysis shows no significant difference in achievement between any of the different groups of pupils, such as PMLD, girls, or pupils of different heritages.

The systems for planning for and assessing learning are excellent. The IEPs are extremely detailed and tie in with careful lesson planning. Pupils' learning needs, therefore, are consistently and very well addressed and the staff keep extensive records of the pupils' progress towards their targets. The school sets challenging whole-school targets in English, mathematics and one other area such as personal, social and health education (PSHE) each year. These are based on predictions of each pupil's attainment on the basis of their progress to date. Individual, class and school outcomes are carefully evaluated to inform and improve the school's practice.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding due to excellent provision. Many pupils are able to show this directly by their positive attitudes to school and each other, and their clear enjoyment of lessons and activities such as sensory stories and field cricket. The provision is underpinned by excellent relationships and care, and well-considered additional activities such as well-being therapy. Staff are outstanding role models, showing respect and support to pupils and to each other at all times. The school is racially harmonious and cultural diversity is celebrated. Pupils feel safe and cared for. Their behaviour is excellent and parents are particularly pleased with the way their children's behavioural difficulties are managed and diminish. Attendance is good, despite the frailty of many.

Pupils' spiritual, moral, social and cultural development is outstanding. Opportunities for promoting spiritual development are plentiful in the everyday work of the school, supported by specific events such as charming assemblies and collective worship. Pupils show a developing self-awareness and understanding of the world around them. Social, moral and cultural development is strongly promoted throughout the day and by enrichment and community-based activities such as contributing to Poppy Memorial Day and the school's frequent theme days. The school helps pupils live healthy and safe lives, and to choose to do so if possible. Pupils are well prepared for their future lives in terms of learning basic skills, and gaining an awareness of the community in which they belong.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. In addition to good and sometimes outstanding lessons, real opportunities for learning are carefully planned throughout the whole day so not a moment is wasted and learning overall is excellent. For example, the playground is zoned into different areas, and mealtime staff have been trained to support the development of play skills. Very occasionally, higher attaining pupils could

be further challenged, and signing and symbols could be more effectively used to aid communication. Strengths in teaching include: very detailed knowledge of what each pupil should learn, underpinned by the excellent assessment and planning system; the use of multi-sensory resources and a lively, confident approach to engage pupils and help them understand; excellent team work between staff members; and an unfailing focus on pupils' personal development and care. Learning is very well supported by the teaching assistants who offer excellent support, care and guidance, and also by families who work with their children on given tasks, outlined by class teachers in the 'co-operative learning' booklets.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding and helps pupils to make excellent progress. It meets statutory requirements for both the Foundation Stage and five to eleven year olds, and the plans allow pupils to develop their skills, understanding and knowledge systematically. There is an appropriately strong emphasis on the core skills of communication and personal, social and health education throughout the school. Careful planning allows personal care and therapy routines to be integrated into the everyday work which meets these very important aspects of pupils' needs. Currently, after-school activities are limited by transport difficulties.

The curriculum meets the needs and interests of the pupils very well. Detailed plans in each subject are used effectively as the basis of teaching, but lessons are structured differently for the three pupil groups. Pupils with PMLD, for example, have a sensory-based curriculum, whilst the pupils with ASD have a highly structured curriculum and teaching approach which helps them stay calm and learn. There is excellent curriculum enrichment through a wide variety of very successful themed events, such as Caribbean and VE days, and they are also the means by which history and geography topics are taught. These events are wholeheartedly embraced by pupils, staff and parents and are very enjoyable cross-curricular experiences. The school strives to include its pupils in community-based activities, such as sporting tournaments and other competitions and events, and opens its doors to pupils from other schools to work alongside the Lindon Bennett pupils. Not only is the curriculum very creative, but also no lesson or activity is planned that does not support each individual's learning needs. Every lesson and activity is extensively evaluated to see where it might be improved, and to determine how pupils have achieved.

## **Care, guidance and support**

### **Grade: 1**

Excellent provision is made for pupils' care, support and guidance. The school's safe, supportive ethos and excellent relationships, its emphasis on pupils' dignity and personal development, and the high level of commitment by staff all support pupils' learning and well-being very effectively. Arrangements for safeguarding pupils are robust. Risk assessments are regularly undertaken, child protection is very well attended

to, and the health and safety of pupils is given high priority. The vulnerability of pupils at all levels is very well addressed.

Pupils are given outstanding support and guidance to meet their individual targets as a result of high quality teaching and careful intervention and guidance. There are good transition arrangements to help pupils move to their next schools. The school has good relationships with most other agencies. It strives creatively to overcome difficulties it has in relation to securing and maintaining opportunities for pupils' inclusion in other schools and improving the provision of therapies. Parents are kept extremely well informed about their children's progress and all school events. End of year reports are integral with the annual review of pupils' statements of special educational needs. These provide helpful summary reports on progress in subjects, backed up by extensive evidence on progress towards each IEP target. Parents are overwhelmingly supportive of the school, citing their trust in the committed staff and delight in their children's progress time and time again. "I want to comment in only one sentence. My sonandhellip;.is all he is because of the Lindon Bennett school. God bless the management and hard working staff."

## **Leadership and management**

### **Grade: 1**

Leadership, management and governance are outstanding. Lindon Bennett is an extremely thoughtful and reflective school, expertly steered by the headteacher who sets the ethos very effectively. Every child really matters at Lindon Bennett, and meeting pupils' educational needs and ensuring their well-being is central to the school's work. Nothing is done without careful consideration of how to make it high quality, and self-evaluation and consultation are used very effectively to guide improvements. Performance is effectively monitored and any weaknesses tackled. Staff responsibilities have been re-structured and are aligned with the new school organisation. Excellent thought has gone into the roles, responsibilities and working hours of the support staff. Improvement planning is rigorous and progress towards targets is very carefully monitored. The governing body is capable, thorough and in touch with the school on everyday and strategic levels. The senior managers are honest about areas that need to be developed, and the school's capacity to make the improvements is excellent.

Whilst internal re-organisation into needs-led groups (SLD, PMLD, ASD) has recently taken place, the school is nevertheless careful to ensure that the different groups benefit from each other and many activities such as lunchtimes, assemblies and theme days are shared by all. It also seeks opportunities for pupils to be included in activities and settings external to the school, and to extend its expertise to others. However, there are some external barriers which limit the success of this in certain areas. The headteacher and governing body are strong lobbyists for the pupils' rights, such as receiving money to support those with English as an additional language as do mainstream schools. They find ways to re-address difficulties that appear to have stalled, such as insufficient therapy provision. The school makes very good use of its

resources, and the new building work and use of an adjoining building for the ASD provision has improved the facilities, resources and education offered significantly.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

Thank you for letting me share your lessons with you when I visited your school recently to see how well you were all doing. I was very pleased with what I found at Lindon Bennett. It is an excellent school and provides really well for you. I think that you make brilliant progress, because the staff plan for this in all that they do. Teaching is really good, and you get wonderful support from all the class staff. Everyone works very hard to keep you healthy and safe, make sure you enjoy what you are doing and to prepare you for your next school. I think I was very lucky to be there on Caribbean Day! Didn't you all have fun?! I loved the steel band and I could see you all did too. It was also good to see how well the new classes in Catherine Parr House are working, and how well those pupils are learning to communicate.

Steve, the senior staff and the governing body run your school very well. They are always looking for ways to make it better and better. I know that they want to give some of you more opportunities for working in – or even moving to – other schools, and I have asked them to try hard to work out ways for achieving this. I also think that other schools could benefit from the Lindon Bennett staff's expertise. I have asked Steve to look into that too, together with Hounslow Local Authority

In all, I think you are very fortunate to attend Lindon Bennett school, and I know that your parents think so too because lots of them wrote to tell me. I wish you all the best for your futures.

Yours sincerely

Judith Charlesworth

Lead Inspector