



# Linden Bridge School

## Inspection Report

**Unique Reference Number** 125475  
**LEA** Surrey LEA  
**Inspection number** 281942  
**Inspection dates** 6 October 2005 to 7 October 2005  
**Reporting inspector** Melvyn Blackband AI

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

<b>Type of school</b>	Special	<b>School address</b>	Grafton Road
<b>School category</b>	Community special		Worcester Park
<b>Age range of pupils</b>	4 to 19		Surrey KT4 7JW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02083303009
<b>Number on roll</b>	116	<b>Fax number</b>	02083306811
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Christopher Mapleton
<b>Date of previous inspection</b>	15 May 2000	<b>Headteacher</b>	Mrs Ronwen Smith

<b>Age group</b> 4 to 19	<b>Inspection dates</b> 6 October 2005 - 7 October 2005	<b>Inspection number</b> 281942
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## Introduction

The inspection was carried out by an additional inspector

## Description of the school

Linden Bridge is a special school for pupils with autistic spectrum difficulties. All pupils have statements of special educational needs. Pupils in the upper part of the school are able to make use of boarding facilities. There are currently no pupils for whom English is a second language. The numbers of pupils who receive free school meals is fewer than in most schools. The school has a stable staff and the headteacher was in post during the previous inspection.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school which has maintained the exemplary standards noted at the last inspection and which continually strives to improve the provision for all its learners. Pupils love coming to school and parents are very pleased with the progress they make. All pupils do well in their studies and make outstanding progress in their personal development. Children aged four make a very good start because of the high quality of teaching and record keeping. The staff are very well led by the headteacher who provides a clear vision for the continuing development of the school. She is well supported by an extremely competent and enthusiastic senior management team. The senior staff have accurately evaluated strengths through formal and more informal checks and have planned well for improvements. These checks could be more efficiently incorporated into a systematic framework. The school's finances are well managed and the school's daily routines are efficient.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

Students in the Further Education Department (FED) are getting a high quality education. They are particularly well prepared for leaving school. The students benefit from well organised vocational programmes and are able to apply their studies effectively to gain experiences which will help them to make a positive contribution to society. Students, for example run a successful 'cafe', making and preparing refreshments such as cakes, tea and coffee and waiting at tables. Students have also co-operated in building very 'alternative' motor bikes which have won several awards at the National Bike Competition. The students' personal development is exceptionally good. Their independence skills are strongly promoted within an adult atmosphere which encourages mature behaviour. Good teaching results in students reaching their potential through a range of nationally accredited courses. Leadership and management of the department are outstanding. There is a very clear vision of how the department can develop and organisation is very good.

## **Effectiveness and efficiency of boarding provision**

### **Grade: 1**

Boarding provision in both the main school and the FED building is very good. The provision is managed exceptionally well and regular inspections confirm that most aspects of the facility are generally above the national minimum standards. Staff ensure that pupils are safe while at the same time they encourage the pupils to take as much responsibility for looking after their personal needs as they can manage. All pupils over the age of nine are included in the opportunities to board and they greatly enjoy the experience. There is a suitable emphasis on independence and life skills training. Pupils and students are taken out into the community regularly. Boarding provision for post-16 students has been very effectively incorporated into aspects of school work, leading to a recognised qualification in the use of leisure time.

## **What the school should do to improve further**

\* Extend provision in the pupils' personal, health and social education to incorporate national standards in healthy eating

## **Achievement and standards**

### **Grade: 1**

Achievement and standards The school has very good strategies for measuring and recording the progress which pupils make. Because of this teachers are able to ensure that learning targets for each pupil are realistic and challenging. As a result the pupils make very good progress. Senior staff collect appropriate data on each child's performance. This is compared nationally with similar schools and forms the basis for detailed evaluation. The results show that pupils, many of whom enter the school with low levels of attainment, continue to make progress in each stage of their education, culminating in the success of pupils and students at Key Stage 4 and post 16 who gain a wide range of qualifications up to GCSE level. Detailed scrutiny of evidence shows no evidence of under-achievement by any group or individual.

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

### **Grade: 1**

Pupils and students are exceptionally well behaved. This reflects the school's very strong management of behaviour and the emphasis on moral and social values. There is very good provision for the pupils' spiritual development and to teach pupils about other cultures. Many examples were seen during the inspection of pupils' consideration for others. The school has a calm atmosphere and pupils work and socialise happily because they are always made aware of what is expected of them, often reinforced by visual clues. Pupils feel safe and report no bullying or intimidation. There is a very good programme to teach pupils about 'sex and relationships' and the dangers of drugs and substance abuse. The school is aware of the need to further promote healthy eating. Pupils have many opportunities to make their views known. The school council is flourishing and pupils' concerns are listened to and acted on by school staff. There is a very effective link with the Surrey Children's Rights Officer who helps promote the pupils' choices and independence. Attendance is very good and close to that found in mainstream schools.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

There are some outstanding features of teaching and learning. Teachers plan well and make very good use of their knowledge of the pupils' progress to pay close attention to individual pupils' needs and pupils are encouraged to work as independently as possible. The staff form exceptionally good classroom teams, working well together

and sharing responsibility. All staff have been well trained in aspects of teaching pupils with autism and display consistently high levels of skill, for instance in their sensitive use of visual clues and symbols. This level of expertise enables teachers to ensure that their pupils work with high levels of concentration and to make sure they enjoy their lessons and achieve success, generally free from the frustrations and anxieties which their disability often brings. Parents can help their children learn through the well organised homework they are given.

## **Curriculum and other activities**

### **Grade: 1**

Pupils enjoy well constructed, relevant and interesting activities which are carefully matched to their needs. There are outstanding curriculum programmes for post-16 students to introduce them to the world of work. The staff are exceptionally skilled in using specialised teaching techniques to support the pupils through the barriers to learning which autism creates. The school is very well served by the Speech and Language service which works well in partnership with staff to identify specific language targets for the pupils. There is a wide range of activities which take pupils out of the classroom, teaching them that new things can be learned in all sorts of situations. The very high quality extra provision for art and music has enabled pupils to achieve exceptionally well in these subjects.

## **Care, guidance and support**

### **Grade: 1**

The school is safe for pupils. Health and safety requirements are rigorously monitored. The school cares very well for the pupils' welfare and this makes a significant contribution to their enjoyment and achievement in school. Child protection procedures are very well managed and staff training is appropriately and regularly updated. There are good procedures to counter any racial incidents. Pupils receive good support in improving their work and overcoming their difficulties. They receive very effective careers advice and are given tremendous support when they leave the school through the exemplary procedures for their transition to college life.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school are exceptionally strong. The headteacher shows outstanding leadership through her commitment to her staff and pupils and her determination to maintain the highest standards of teaching and care. She is supported by a highly skilled and committed senior team. Managers work closely with various groups of staff and pupils and they monitor, evaluate and strive to improve on every aspect of the school's performance. This has produced a significant and positive impact on pupils' achievement. Communication within the school is excellent. Staff are fully consulted and feel involved and valued. The quality of professional training is excellent. Governors play an important role in development. They regularly

monitor aspects of teaching and pupils' learning and provide both challenge and support for the headteacher and senior staff. Parents feel very well informed, although the school accepts the need to regularly monitor the effectiveness of communication, particularly with new parents. The school is in a very good condition to maintain its improvement. Senior staff are exceptionally well informed about the school's performance and they continually and successfully evaluate every aspect of their work. The managers of the school are aware of the benefits of rationalising their evaluations into a more systematic framework.

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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	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	1	
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

<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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

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

Not long ago I came to your school to have a look at how well you were getting on and whether there was anything I could suggest to make the school better. You made me very welcome and I enjoyed your company. Well done and thank you!! I was with you for two days. That was long enough for me to realise that Linden Bridge is an excellent school. One of the reasons for that is because you are so well behaved and keen to learn. I especially enjoyed my cup of tea in the café with the FED students. There are a lot of other things that I liked. Here are a few.

\* I can see that you enjoy your lessons and do very well\* There are many different people working in the school and they are all doing their best to look after you and help you learn\* You are made to do as much as you can for yourselves. This is helping you to grow up and become independent\* In the FED part of the school you are learning a lot about life and work. This will help you when you leave school.

One of the things that I felt would make the school better is if staff helped you to eat more healthy things at dinnertime and maybe not so many chips!!