

# Lindon Bennett School

## Inspection report

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<b>Unique Reference Number</b>	102556
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	323656
<b>Inspection dates</b>	8–9 July 2009
<b>Reporting inspector</b>	Mike Smith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	96
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Glenda Baum
<b>Headteacher</b>	Mr Steve Line
<b>Date of previous school inspection</b>	11 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Main Street Hanworth Feltham TW13 6ST
<b>Telephone number</b>	020 8898 0479
<b>Fax number</b>	020 8893 4630

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<b>Age group</b>	4–11
<b>Inspection dates</b>	8–9 July 2009
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school provides for pupils who have statements of special educational needs for their severe, profound and multiple learning difficulties, including an increasing number who have autistic spectrum disorders (ASD). Pupils come from diverse socio-economic and multi-cultural backgrounds. Over three quarters of pupils are from a range of ethnic groups, the largest being from Black British and Black African family backgrounds. There are a significant number of pupils for whom English is not their first language and who are at an early stage of learning English. Pupils are referred to the school from a range of local boroughs. A higher than average proportion of pupils are eligible for free school meals and there are twice as many boys as girls. The school holds the Award for Investors in People and has achieved the Healthy School Award. Increasingly, pupils with a progressively complex range of medical and learning difficulties will be entering the school via the special nursery that will be managed by the school from September 2010.

## 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. Leaders and managers put pupils' well-being and achievement at the heart of all it does. Dedicated and compassionate staff provide an outstanding level of care that enables all pupils to make the best possible progress of which they are capable. The highly focused and committed headteacher has a clear strategic vision for improvement, which is shared by governors, staff and parents. He is exceptionally well supported by a highly competent and well-organised deputy headteacher and a clearly focused and motivated leadership team. All staff are devoted to continually improving the provision and learning opportunities for all pupils.

A parent, reflecting the views of many, wrote, 'This is an excellent school with a fantastic headteacher and extremely dedicated and professional staff at every level. Our son has made tremendous progress in this kind and caring environment and is extremely happy there'. The school is a real community, where pupils support each other and where their individual strengths and personal progress and achievements are recognised at every opportunity. Community cohesion is a real strength and the school is involved in a wide range of local, national and international activities. This enables pupils to appreciate their place in the local, national and worldwide community. Very effective partnerships with support agencies, schools, and the community ensure pupils' needs and well-being are extremely well catered for. Well-established self-evaluation strategies, systematic monitoring, review and evaluation enable managers to know what needs to be improved and what strategies are needed to achieve success. Strategies are clearly linked to pupils' achievement. For example, those pupils who have particular gifts and talents are suitably challenged, and monitored, to ensure that provision is always meeting their specific needs.

While pupils' academic attainment varies widely, standards are low, reflecting the nature of their difficulties. Pupils are welcomed into school life and begin to make a marked improvement in their self-confidence, communication and social skills. Given their starting points, and the nature of their learning difficulties, the achievement and progress of the majority of pupils, including those learning English, is outstanding. Pupils work towards challenging, individual targets, which most achieve. Pupils' outstanding progress in their learning and personal development is due to the excellent relationships, outstanding care, guidance, teaching, and support they receive for their individual needs. Procedures for tracking, recording and analysing pupils' progress and achievement are systematic and very effective. Importantly, teachers use this information effectively to plan appropriately challenging work for pupils. This informs pupils' targets and ensures that activities meet the individual learning needs of all pupils. They transfer to senior schools having made the very best of their learning opportunities and social interactions.

The curriculum is outstanding. It offers a wide, interesting and challenging range of relevant learning activities that effectively meet the needs of pupils and contribute very well towards their outstanding achievement and personal development. Visits into the community, and visiting specialists, very effectively support their learning, in which they participate very enthusiastically. A pupil was overheard to say, 'I love cooking because I can eat my work'. Pupils' spiritual, moral, social and cultural development is outstanding. They support each other and show empathy for each other's differences. Behaviour is excellent overall and pupils learn to manage their own behaviour and understand the consequences of their actions. Excellent improvement has been made since the last inspection and the school has very effective

partnerships with others to promote learners' well-being. Governors are very well informed and take an active part in monitoring and self-evaluation and in the strategic management of the school. They clearly know their school well and offer challenge and support to the school based upon their own objective observations and evidence. Leadership and management are having a very positive impact on provision, which is enabling pupils to achieve as well as they can. The capacity to continue to improve is excellent.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children in the Reception class get the best possible start to their education. Very effective teaching and support, together with detailed assessment and planning, ensure activities are very well matched to their different learning needs. Children make choices and explore their own learning through carefully planned and practical activities. Time and learning resources are used effectively to stimulate a joy of learning and to encourage practice in communication. For example, a counting programme delivered via music, singing, and a frying pan with sausages helped pupils to count. Children's development is very carefully monitored, and recorded and used to ensure progression in their learning. The first-rate teamwork between all staff ensures children make excellent gains in their communication, improve their social skills, gain in confidence and are very well prepared for the next stage in their learning. The teacher is working closely with the head of the Nursery to ensure the smooth transition of pupils in September. The school has identified the need to integrate the Early Years Foundation Stage Framework with the P level assessment system to ensure that pupil progress is consistently assessed and recorded from entry to exit.

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

- Ensure that the progress of the very youngest children in the school is carefully evaluated and recorded in line with the school assessment procedures.

## **Achievement and standards**

### **Grade: 1**

The excellent progress made by pupils in Reception continues as they move through the school and this is very effectively supported by their positive approach to learning. A parent reported, 'My child has really improved in his speech and social skills since starting at the school'. Another parent said, 'My daughter has made amazing progress, progress I thought was impossible'. The consistent use of PECS (picture exchange communication system) and signing make a significant contribution to pupils' excellent development in their communication skills. They make outstanding progress in their personal and social skills. This is because of the highly effective development of their social, communication and independence skills, which are reinforced in all lessons. Most achieve their relevant and challenging individual targets and there is no significant difference in the rates of progress of different groups.

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

### **Grade: 1**

Pupils fully understand the relevant aspects of keeping safe and healthy. They eagerly engage in a wide range of sporting activities and many are very enthusiastic about cooking and eating healthy food. Their extremely positive attitudes are reflected in their good attendance and in their eagerness for learning in all lessons. Pupils' relationships with staff and each other are

outstanding, with mutual respect and dignity shown at all times. Pupils make an outstanding contribution to their community through a wide variety of fundraising events, community visits and performances and by helping and supporting each other. Pupils have close links with local organisations, including the British Legion, RSPCA and the NSPCC. School councillors participate in decision-making discussions and pupil voice is promoted seriously within the school. Pupils are prepared carefully for the next stage of their learning and they learn essential personal and independence skills to enable them to make successful transitions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Staff know all pupils very well and they use this information very effectively to help pupils learn and make the best possible progress. Data on pupils' progress are also used effectively by teachers to plan and personalise challenging learning activities. This enables pupils to make excellent progress in small, precise steps. Classroom practice and lesson planning are regularly monitored by senior managers and effective support is given to help and maintain high standards. The very positive learning environment and high expectations encourage pupils to do their very best. A parent said, 'teachers and assistants make great efforts to ensure the educational development of every single child in the school'. Consistent whole-school use of signing, effective use of sensory resources and imaginative use of story sacks all make significant contributions towards pupils' communication and learning.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum very successfully supports pupils' outstanding academic and personal development and encourages their healthy living. Pupils say they really enjoy activities such as swimming, horse riding, cycling, music and clubs after school such as football and boccia. There are excellent opportunities to enrich pupils' learning, through a wide range of school visits, and through visitors coming into school, such as artists in residence. These opportunities very effectively promote pupils' enjoyment and achievement and contribute towards their social development. Planning ensures pupils' individual needs are met through a programme of personalised learning and their skills and understanding are built up progressively. Whole-school curriculum projects very successfully engage all pupils in enjoyable learning experiences. Senior managers closely monitor the curriculum of the different groups to ensure the continued relevancy in meeting their needs.

### **Care, guidance and support**

#### **Grade: 1**

Consistent and efficient school procedures and practice keep pupils safe and secure, enabling them to maximise their learning opportunities. This results in confident pupils with positive attitudes. Very effective planning and teamwork between teachers, assistants, therapists and other support staff in the school ensure pupils' specific needs are met fully. Vulnerable pupils are quickly identified and monitored carefully to ensure their well-being. Parents are consistent in their praise for the school and say that communication between home and school is very effective and the support they receive is greatly appreciated. A parent wrote, 'This is an amazing school. Staff are friendly and compassionate and you can see they enjoy their jobs. I know my

child is safe and happy and the school is always striving to do its best for the children'. Very effective whole-school monitoring of pupils' progress and individual target setting ensures all pupils know how to improve and they receive very effective guidance on future opportunities. The effective partnerships with other schools ensure successful transitions at secondary level. A governor remarked, 'Staff are totally dedicated to the children, they go the extra mile'.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher gives excellent strategic and supportive guidance and encouragement to all staff who respond with their consistent dedication to all pupils. The impact of their work is reflected clearly in the outstanding care, guidance and support for pupils and the excellent academic and personal progress they make. Effective consultation and accurate self-evaluation leads to improvement, and strategies for action are identified clearly. The high quality of teaching and learning has been maintained as a result of systematic monitoring, feedback and support. There are high expectations of staff, their work is valued and morale is high. Performance management for all staff leads to relevant training, and professional development is clearly based upon school improvement and the changing needs of pupils, for example whole-school training on Makaton signing to aid pupils' communication. A parent summing up the feelings of many, said, 'The staff in this school have literally changed our lives as a family. Our daughter wakes up in the morning with something to look forward to. Thank you'.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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 learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 July 2009

Dear Pupils

Inspection of Lindon Bennett School, Feltham, TW13 6ST

Thank you for making my visit to your school such a pleasurable one. I really enjoyed meeting you. A special thanks must go to your school councillors who I met and who told me what they liked about the school. You obviously get on very well together and really enjoy coming to school. I agree with you and your parents that your school is excellent and helps you to do your very best. You make excellent progress in your work and in your personal development. All staff work really well together to make sure you get the extra help you may need. You too can help by listening very carefully to all instructions and working as hard as you can at all times.

Here are the things I particularly liked about your school:

- you learn to make choices and you consider the needs of others
- you thoroughly enjoy your lessons and work very hard to improve
- you know how to be healthy and safe
- you like to take responsibility and you very effectively support your community
- you really like the school trips, clubs and taking part in school productions
- you learn useful skills that will help you when you leave for secondary school
- the school works very effectively with other people to ensure you receive the support you need
- the school is very well led and managed and it always has your very best interests at heart.

The school knows it can still improve, and agrees that it should:

- ensure that the progress of the very youngest children in the school is carefully assessed and recorded.

It was an absolute delight being in your school and I wish you all every future success.

Yours faithfully

Mike Smith

Lead Inspector