



Annual Report

2024 - 2025



Contents:	Page no:
1. Purpose and overview	3
2. Important contacts	4
3. Inspection information	5
4. Admissions	6
5. Attendance	7
6. Attainment	9
7. Assessment	10
8. School Development Plan	111
9. Training and monitoring	12
10. Looking ahead to 2025-2026	Error! Bookmark not defined.
Appendix 1: Staff at Linton School	15



1. Purpose and overview

A detailed guide of the school performance for learners, staff, parents/carers and Local Authorities.

Linton School is an independent special school for children and young people who have Social, Emotional and Mental Health (SEMH) difficulties aged between 8 and 18 years old. We are located in Freckleton, near Preston and have access to extensive outdoor space providing a range of vocational activities to all the young people alongside the academic curriculum.

The school is registered with the Department for Education and opened on 18th April 2018, and currently has had a recent Ofsted judgement of 'Outstanding' in all four areas. The school operates within the ROC Northwest community, a subsidiary of CareTech Community Services.

All of the young people at Linton School have an Educational Health Care Plan (EHCP) and we cater for children who live within ROC Northwest, CareTech or Cambian residential settings as well as day pupils from the surrounding Local Authorities. Many of the children and young people that attend Linton School have Additional Learning Needs as well as their SEMH needs and most have missed a substantial amount of time in school during their education journeys.



2. Important contacts

School details

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3. Inspection information

The school had an Ofsted inspection from 18th – 20th June 2024. The school was judged to be 'Outstanding' overall with an Outstanding judgement in all four areas.



Strengths

1. Staff are extremely well trained and supported by the school to manage pupils' behaviour effectively.
2. Pupils say that they feel safe because there is always someone to talk with about their worries and concerns.
3. Pupils thrive at this welcoming and happy school. They benefit from the exceptionally warm and friendly relationships that they enjoy with staff.
4. Many pupils have had low rates of attendance in their previous schooling. The school's close work with external agencies, together with the provision of an engaging and exciting curriculum, has helped pupils to improve their attendance over time.
5. Pupils' belief in themselves and trust in others flourishes.
6. They begin to understand how their actions can affect others. Pupils manage their emotions extremely well.
7. Their behaviour and attitude to learning improves considerably.
8. The school has an unwavering determination that pupils will achieve their very best.
9. Any bullying is rare. Pupils are confident that it would be dealt with quickly should it occur.
10. The highly tailored curriculum that is in place for each pupil ensures that they achieve remarkably well.
11. There is a shared commitment to 'Building our futures, together'. This ambition is fully realised.
12. Parents and carers are delighted with the positive change in their children's learning, behaviour and self-esteem.
13. Many pupils who attend the school have been out of education for long periods of time. The school carries out careful checks when pupils arrive. It accurately identifies any additional needs that they may have. Staff are highly skilled in ensuring that the curriculum is carefully tailored to each pupil.



14. The school has designed a rich and aspirational curriculum for its pupils. This is carefully broken down into small, logical steps.

15. Reading takes a very high priority across the curriculum. There is a relentless drive to encourage pupils to read for pleasure. For example, the school's welcoming library provides a range of interesting texts for pupils to read.

16. Staff are expert at helping pupils to address any gaps or misconceptions that they may have in their learning. Pupils are provided with plenty of meaningful opportunities to revisit and secure earlier learning.
17. The school is committed to transforming the life chances of each pupil.

Areas for development

Ofsted report – N/A

SDP – Improvement to the school's website

4. Admissions

The admissions register for the academic year of 2024-2025 shows that Linton School had twelve learners on the school roll in total across all year groups at the start of September 2024. At the end of the academic year Linton School had 2 natural leavers who have moved onto college placements, 1 pupil joined the school in June 2025 to support with the transition over to Linton School before the next academic year.

* Indicates pupils who left Linton School at the end of the 2024-2025 academic year.

Pupil number	Year group	Enrolled
1*	11	05.09.2023
2	8	05.09.2023
3	8	03.09.2019
4	10	01.09.2020
5	9	11.09.2023
6*	12	15.04.2024
7	7	03.06.2024
8	9	07.09.2022
9	9	07.09.2022
10	9	07.09.2022
11	9	12.06.2023
12	10	23.11.2020

Ten of these students above are still on roll at the start of the 2025-2026 academic year, with 2 new starters making up the twelve places Linton School currently has on offer.



Currently, Linton School is full any new referrals will be considered and added to a waiting list.

At Linton School all the children have EHCP's, seven of which are currently open to/or previously been open to Children's Social Services and four children or young people who are either looked after or have previously been looked after.

5. Attendance

The young people who attend Linton School usually have significantly lower than average attendance and some children have started Linton School with as low as 14% attendance for their previous academic year. Therefore, most children who attend Linton School make substantial progress with their attendance. Improving the attendance of our young people is a team effort at Linton School and below are some of the things we have done to raise attendance:

- effective/supportive relationships with parents/carers based on mutual respect
- regular contact with parents/carers
- rewards system is linked to attendance and punctuality
- ensuring the school day/lessons are as engaging and enjoyable as possible
- giving the young people a sense of belonging and developing positive relationships between staff and students
- differing start/finish times when families/young people require additional support
- TA's providing transport for young people to and from school
- warm and welcoming approach at the start of the school day

Term dates for 2024-2025

Autumn term 2024	Spring term 2025	Summer term 2025
Training days 2 nd & 3 rd September 2024	Training day 3 rd January 2025	Term starts 22 nd April 2025
Term starts 4 th September 2024	Term starts 6 th January 2025	Half term 26 th May – 30 th May 2025
Half term 21 st October – 1 st November 2024	Half term 17 th February – 21 st February 2025	Term ends 24 th July 2025
Term ends 20 th December 2024	Term ends 4 th April 2025	Training day 25 th July 2025
Training day 23 rd December 2024		

Overall attendance for 2024-2025

Attendance	Authorised absence	Unauthorised absence
91.3%	4.6%	4.1%

Ever 6

All



Sort By

Attendances Total: 3756 91.30%

Authorised Absences Total: 191 4.64%

Unauthorised Absences Total: 167 4.06%

6. Attainment

Linton School is registered for a number of examinations and qualifications which all eligible children have had access to this academic year. The school is registered with the following awarding bodies:

1. AQA
2. ASDAN
3. Arts Award
4. iDEA
5. Pearson
6. Duke of Edinburgh

Linton School is able to offer a range of qualifications across various subjects and at different levels to all young people from Year 9 onwards. Some of these qualifications/awards include:

- Core subjects e.g. English, Mathematics, Science and ICT
- Arts
- PHSE
- PE
- History and/or Geography
- Employability
- Independent living
- Outdoor learning e.g. outdoor education, equestrian, animal care and horticulture



For the cohort of learners enrolled in 2024-2025 below are the examinations that the young people were entered for:

Qualifications		No. of students
GCSE English Language		0
GCSE Mathematics Foundation		0
GCSE History		0
Functional Skills English		3
Functional Skills Maths		5
Entry Level Certificate – English		0
Entry Level Certificate – Maths		0
Arts Award	Explore	0
	Bronze	10
	Silver	0

	Gold	0
Science AQA Unit Awards		12
PE Unit AQA Awards		12
Topic AQA Unit Awards		12
Outdoor Learning AQA Unit Awards		11
Outdoor Education AQA Unit Awards		10
PSHE AQA Unit Awards		12
ICT AQA Unit Awards		12
ASDAN Employability		1

The school is committed to improving literacy and numeracy skills for all our learners and all students are expected to have functional and transferrable skills they can use throughout their lives.

7. Assessment

Teachers use a '100 steps to success' document to record the targets and objectives for each learner. Every child or young person at Linton School has bespoke targets that they are working towards and these have been created through baselining the children upon entry to the school and then at the end of every term to monitor ongoing progress. At the end of every term, the teachers will carry out formative and summative forms of assessment to update the '100 steps to success' and new individual targets will be added to ensure they are relevant for the student's needs.



Linton School has access to an Occupational Therapist and a Speech & Language Therapist who attends the school every other week to assist in baselining the children and creating learner profiles/reports and support with the pupils communication strategies. The latter are reviewed regularly by professionals involved with the children and young people and shared with parents/carers.

8. School Development Plan

<u>OBJECTIVES FOR 2024-2025</u>				
Number	Objective	Autumn	Spring	Summer
Objective 1	Website needs updating and more information adding to fully showcase what the schools has to offer the young people.			
Objective 2	Create subject rationales for each of the subject areas.			
Objective 3	Religious Education and the Duke of Edinburgh Award embedded in the curriculum			

*Objective 1 is still being developed and will be carried over into the new academic year of 2025-2026.

9. Training and monitoring

Linton School is a part of the wider CareTech/Cambian school portfolio and therefore benefits from the application of the company's Quality Framework (as described below) which is being gradually embedded.

The Quality Assurance Framework for all CareTech schools is now being implemented by CareTech's Quality Improvement Lead (Tonia Lewis), alongside the school's new regional lead starting in September 2025. This prescribes the school monitoring activities: formal lesson observations, paperwork audits, scrutiny of pupil work, supervision of all staff and half-termly reporting through the Head Teacher's Half-Termly Report.

All teachers have been observed at least three times during the year, including a visit from Ofsted in June last year.

Head Teacher meetings are held regularly and attended by the CareTech/Cambian School Head Teachers. At these meetings, Head Teachers:

- Shared good practice
- Worked on developing the use of technology in school including school websites
- Reviewed Assessment Tools including Boxall Profiling and Literacy Assessment Online
- Share new initiatives and programmes with each other
- Develop relationships and share resources with schools across the UK
- CPD opportunities

Throughout this academic year, senior leaders at the school utilised training time available to develop our knowledge and skills across a range of areas, for example:

- Safeguarding young people
- Child protection
- Prevent
- Anxiety in young people
- Online safety
- Data protection
- Teaching and learning
- Assessment
- LEGO therapy



Most of the training is done within Linton School using the strengths of our staff team but, where appropriate, Linton School has used outside agencies to support training and development.

All teaching staff over the course of last academic year attended at least one programme/course that was delivered outside of the school and shared their knowledge or

skills with the rest of the staff team. At Linton School we believe in sharing good practise, support each other to improve and knowing when to seek further support from other professionals.

A copy of our training and monitoring calendar is available upon request to the Head Teacher.



10. Looking ahead to 2025-2026

The next academic year for Linton School is looking increasingly positive building upon the recent Outstanding Ofsted inspection; we have a full, permanent and dedicated teaching team with expertise in a wide range of subjects and a consistent cohort of children. Planning has recently been sent for approval in the hope of expanding classroom areas in the building on site, this will create 2 new classrooms as well as 2 new school spaces for design technology, the arts and ICT. The new classrooms will provide an opportunity to expand the number of pupils educated on site from 12 to 20. If the plans are accepted and the work complete Linton School will go through a material change request to extend the potential numbers at the school. All of the above will enable the school to provide a broad and balance curriculum to all the young people and give the school the consistency to continue on its journey in continuing to be an outstanding provider of education to the children in the North West of England again at the next Ofsted inspection.

Our priorities for the next academic year are:

<u>OBJECTIVES FOR 2025-2026</u>				
Number	Objective	Autumn	Spring	Summer
Objective 1	HLTA roles supported and subjects embedded into the curriculum.			
Objective 2	Create subject rationales for each of the subject areas.			
Objective 3	ICT subject to be embedded and fluent across all classes, and pupils challenged further.			
Objective 4	Development of the grounds at Linton School to be able to welcome in further students.			

These priorities will be reviewed regularly and new ones added throughout the academic year as and when required.

Appendix 1: Staff at Linton School

Name:	Sean Di Sora
Job role:	Head Teacher
Qualifications:	BA Hons Degree, Theatre in Education, DSL and Safer Recruitment trained, NPQSL.
Start date:	September 2017
Background:	After completing his Degree in 2009, he went onto work with an Educational Theatre Company using Drama and the Arts to teach across Schools, Young Offenders Institutes, Special Educational Schools and many other different settings. After travelling across the UK for 4 years with the company, he found a love in working in Special Educational Schools with the young people. Sean undertook a role as a Teaching Assistant in a Pupil Referral Unit to gain further experience before moving onto work as a Creative Practitioner in a Special Educational Needs school. Having worked in that environment using the Arts to teach and explore life skills, he picked up valuable knowledge and gained further experience surrounding the role. Sean applied for the Job as Creative Lead at Mountwood Academy (ROC Northwest) in 2017 where he was successful and his role has developed across the years to where he is today, also undertaking a teaching qualification in the process as well as the NPQML and NPQSL.

Name:	Andy Cavill
Job role:	Deputy Head & SENCo
Qualifications:	BA Hons in Primary Education with QTS, SENCo
Start date:	September 2018

Background: Having decided to pursue a career in teaching later in my life, Andy set about studying for and gaining the qualifications needed. Before enrolling on teacher training he volunteered 1 day a week (alongside my full time job as a builder) at a local primary school to gain experience and ensure that it was the right step for him, which quickly became apparent. Andy opted to study at Edgehill where he gained his Bachelor of Arts with Honours in Primary Education, majoring in English with History as a minor specialism. While studying Andy volunteered for numerous events within schools as well as volunteering for Wild Things Outdoors Forest School. With his qualifications complete, he took up his first role as an NQT within a mainstream school but soon came to realise that mainstream school was not quite for him and applied for a position with ROC Northwest. It was here that Andy decided that his future teaching career lay within the field of SEN. Originally working for ROC Northwest through an agency, Andy was fortunate enough to be offered a fulltime teaching role and he has never looked back. My only regret wishing that I had pursued this path sooner. Andy currently teaches English across the school and is the school SENCo.

Name: Steph White

Job role: Class Teacher

Qualifications: Diploma in Careers Education, Cert Ed, QTLS

Start date: December 2019

Background: Steph started out as a teaching assistant in 2003 in a challenging behaviour school, until the school closed. After 5 years as a teaching assistant she completed her diploma in Careers and she then took the role as PHSE and Careers teacher (unqualified). Steph was also the Maths teaching assistant for school. In 2013 Steph began her Cert Ed through UCLAN. She completed her course in July 2014 and passed having her graduation in the August of the same year. Steph then went on to teach Maths to years 9, 10 and 11 and PSHE to all the school, she also taught careers to year 10 and 11. In October 2015 Steph started her QTLS training and completed it in the December of the same year. After 12 years at the same school Steph left and did a year as a care worker, she realised that she missed teaching and applied for the role of Class Teacher at Linton School. Now Steph teaches Maths, Employability and Living Independently across the school and examination officer.

Name: Tracey Pinder

Job role: Teacher

Qualifications: QTS

Start date: April 2019

Background: Tracey has worked at Linton School for a number of years supporting in different roles throughout her time here. Tracey has always been passionate about teaching and has recently achieved her teaching status whilst working at Linton School. Tracey is very passionate about outdoor learning and giving the young people skills to help them later in life. Tracey is the schools Duke of Edinburgh lead alongside the Outdoor Education and this year is teaching PSHE alongside the outdoor curriculum.

Name: Wilson Bird

Job role: Farmer

Qualifications: City and Guilds Livestock, Tractor, Crops and Dairy Production

Start date: May 2015

Background: Wilson has worked within farming and horticulture setting since being a young man starting off by working on the family farms, for local farmers and eventually getting a job working at Myerscough College. Whilst at Myerscough College Wilson carried out a variety of activities including animal care, daily yard duties, teaching small groups and assisting with managing the behaviours of the students. At Linton School Wilson delivers horticulture and animal studies to small groups of students.

Teaching assistants

Name	Qualifications	Start date
Asea Ramzan	Level 3 Supporting Teaching and Learning in Schools	August 2019
Sally Tomlinson	Level 3 Supporting Teaching and Learning in Schools	June 2018

Jennifer Heraty	Level 2 Teaching and Learning	September 2021
Rachael Bridge	Level 3 Supporting Teaching and Learning in Schools	December 2021
Marc Pilkington	Level 2 Teaching and Learning	September 2022
Sarah Dickinson	BA Honours	March 2025
Shameela Hussain	Level 2 Teaching and Learning	September 2023
Yazmin Ali		July 2025
Zoe Ashton		May 2024