



Annual Report

2021 - 2022



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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.

The school is registered with the Department for Education and opened on 18th April 2018, and currently has an Ofsted judgement of Good. 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

Head Teacher: Rebekah Dennett
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Proprietor details

Proprietor representative: Declan Tuer
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3. Inspection information

The school had an Ofsted inspection from 29th June to 1st July 2021. The school was judged to be 'Good' overall with 'Outstanding' for Behaviour and Attitudes and Personal Development.



Strengths

1. Pupils at Linton School are supported extremely well to overcome the many complex obstacles to their learning.
2. Pupils say that they feel safe because there is always someone to talk with about their worries and concerns.
3. They thrive in the calm and nurturing environment.
4. Pupils' arrive each day happy, ready and willing to learn.
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. Pupils learn to concentrate and make the most of all learning activities.
9. Any bullying is rare. Pupils are confident that it would be dealt with quickly should it occur.
10. Staff expect pupils to do well.
11. Parents and carers are delighted with the positive change in their childrens' learning, behaviour and self-esteem.
12. When pupils initially join the school, they have gaps in their knowledge and understanding across a range of subjects. This is because their education has been severely disrupted over a period of time. Pupils have little confidence and do not trust others. They often find it hard to control their emotions and struggle to engage with learning and those around them. Leaders design an individual learning plan which carefully links together a pupil's academic, social and emotional needs.
13. Teachers use a range of assessment techniques effectively. This helps them to plan what pupils will learn next. Pupils practise what they know. This helps them to be more resilient when learning something new. Over time, pupils begin to remember what they have been taught. They gain confidence when applying their knowledge to new situations.
14. Teachers foster a love of reading for pleasure through the broad range of books that they read to pupils. Some pupils talk avidly about the stories that they enjoy. Other pupils prefer to read widely across a range of subjects.



15. Pupils demonstrate excellent manners and are extremely polite. Highly skilled support staff quickly identify any potential disruptions to lessons. This enables them to defuse situations swiftly and sensitively. Over time, pupils develop very effective strategies to be able to manage their own emotions appropriately. Pupils are fully engaged in their learning. They work hard and take pride in their achievements.

Areas for development

In most subjects, leaders have identified the precise subject knowledge that they want pupils to learn. These curriculum plans are carefully sequenced. This helps pupils to build on what they know when learning something new and pupils achieve well. However, in a small number of subjects, curriculum plans are not as clear about the precise knowledge that pupils will gain over time.

4. Admissions

The admissions register for the academic year of 2021-2022 shows that Linton School had eleven learners on the school roll in total across all year groups at the start of September 2021.

* Indicates pupils who left Linton School during the 2021-2022 academic year.

Pupil number	Year group	Enrolled
1 *	11	07.01.2019
2	10	25.02.2019
3 *	11	29.04.2019
4	10	03.09.2019
5	5	03.09.2019
6	10	03.09.2019
7 *	12	03.09.2019
8	7	01.09.2020
9 *	11	01.09.2020
10	7	23.11.2020
11	10	07.12.2020

Eight of these students above are still on roll at the start of the 2022-2023 academic year with five additional starters who have joined Linton School.

Pupil number	Year group	Enrolled
12	9	21.11.2021
13	8	31.01.2022
14	6	01.09.2022
15	6	01.09.2022
16	6	01.09.2022



Currently, Linton School is full with potential places currently being considered for Summer 2023 or the new academic year of 2023-2024.

At Linton School all the children have EHCP's, nine of which are currently open to or previously been open to Children's Social Services and seven 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 2021-2022

Autumn term 2021	Spring term 2022	Summer term 2021
Training day 1 st September 2021	Training day 4 th January 2022	Term starts 25 th April 2022
Term starts 2 nd September 2021	Term starts 5 th January 2022	Half term 30 th May – 3 rd June 2021
Half term 25 th October – 5 th November 2021	Half term 21 st – 25 th February 2022	Term ends 20 th July 2022
Term ends 22 nd December 2021	Training day 28 th February 2022	Training days 21 st & 22 nd July 2022
	Term ends 8 th April 2022	

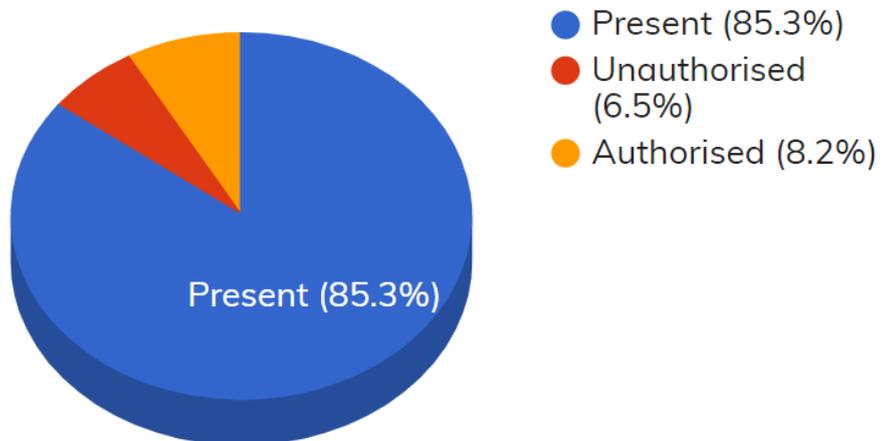
Overall attendance for 2021-2022

Attendance	Authorised absence	Unauthorised absence
85.3%	8.2%	6.5%

▶ Attendance Overview

85.3%

Last Academic Year



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

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 2021-2022 this is what they achieved:

Qualifications		No. of students
Entry Level Certificate – Maths		4
Functional Skills English		5
Functional Skills Maths		5
iDEA	Bronze	4
	Silver	N/A
	Gold	N/A
Arts Award	Explore	1
	Bronze	3
	Silver	N/A
Science Unit Awards		5
PE Unit Awards		5

ASDAN Employability	2
ASDAN Citizenship	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 at the start of every new academic year. Every term, the teachers will carry out formative and summative forms of assessment to update the 100 steps to success and new targets will be added to ensure they are relevant for the student's needs.

Linton School has access to an Occupational Therapists who assist in baselining the children and creating learner profiles/reports. The latter are reviewed regularly by professionals involved with the children and young people and shared with parents/carers.



8. School Development Plan

The priorities for the School Development Plan for this academic year were:

- 1. Develop teachers and teaching assistants understanding of reading and phonics specifically with the Rocket Phonics programme.**

Objectives:

- Audit of staff knowledge regarding the teaching of reading and phonics.
- Create an action plan for developing the teaching of reading and phonics.
- English lead to attend phonics training delivered by Lancashire County Council.
- English lead to deliver a series of phonics training to the staff team.
- Guided reading training to be delivered to the whole staff team.
- Senior Leadership Team to carry out learning walks during reading time to evaluate the impact.



Evaluation: Some staff have a secure knowledge and understanding of the teaching of Phonics and a number of staff have attended training provided by external companies to further develop their understanding. However, this remains an on-going area for development at Linton School and therefore more staff will be trained this year and we will ensure that knowledge and skills are embedded across the staff team.

Impact: Developing Phonics remains an on-going target for this year.

- 2. Develop the careers curriculum and careers programme offered to the young people at Linton School.**

Objectives:

- Embed the use of Xello across the curriculum particularly during Employability lessons.
- Ensure that all KS3, KS4 and KS5 pupils have access to Employability lessons which are tailored to meet the needs of each individual.
- Linton School to offer work experience externally to the school for those young people able to access it.
- All KS3 and above pupils to attend college and university open days.
- Linton School to hold a careers week to allow young people to gather more information about jobs and employment.
- Linton School to engage in enterprise activities throughout the school year.

Evaluation: Xello has been fully embedded across Linton School with all young people having access to it regularly giving them a deeper understanding of different job/career options and further education settings. All young people in KS3, KS4 and KS5 have the

opportunity to access the ASDAN Employability course. Numerous young people have completed work experience this year, working in a range of different settings with most being given opportunities to work for businesses during the school holidays. Most KS3 and KS4 children have attended both a college and university open days. Careers week has been a great success for the young people at Linton School, they enjoy the visiting speakers, visits, open days and enterprise activities that take place across the week. All KS4 children have also attended mock interviews with our internal activity panel where each candidate stated they had learned key skills to support them with further applications and interviews.

Impact: Embedded across the school curriculum and the young people have experienced a range of careers, further education settings and are learning more about the world of work every year.

3. SLT and teaching team to further embed processes developed during 2020-2021 and ensure all staff working in school have a secure knowledge of attainment, teaching and learning and the curriculum.

Objectives:

- a. Teaching staff planning progressive, engaging and relevant curriculums linking to long term outcomes.
- b. Teaching staff continue to develop their understanding of assessment, targets setting and are working towards long term outcomes for all young people.
- c. Subject leaders to continue to develop their subjects by developing subject rationales, curriculum skills documents and actions plans.
- d. SLT to ensure that any new staff starting at Linton School have an effective induction and are provided with all the support they need to fulfill their roles.
- e. Continue to develop the outdoor learning curriculum and ensure cross curricular links with SMSC and British Values.
- f. Teaching staff to ensure that all curriculum subjects which are harder to evidence are evidence through journals and progression is recorded and monitored effectively.



Evaluation: Teachers and teaching staff have worked hard to ensure that all planning is progressive and working towards long term plans with opportunities to revisit and develop upon previous skills as identified by Ofsted during their most recent inspection. We now have Curriculum Overviews in place which pull together a range of information and is readily shared with the parents and/or carers. The teaching and learning across Linton School would be classed as outstanding across all subjects and this is evidenced in a variety of ways.

Impact: Guidance from the most recent Ofsted inspection has been embedded across the staff team and all curriculum subjects.

9. Training and monitoring

Linton School has been integrated into the wider CareTech/Cambian school portfolio and therefore will benefit 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 implemented by CareTech's Regional Lead (Declan Tuer). 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 July 2021.

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

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



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

All teaching staff last 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. Our response to COVID-19

From 20th March 2020, the UK Government announced that all schools would close to all pupils except those considered to be vulnerable and children of key workers. Schools in England began to re-open to children in certain year groups from 1st June 2020. However, Linton School did not close between March and July 2020 and offered education to all young people. At Linton School we had some children coming into school for a limited time or set days per week, other children were educated off-site and the most vulnerable children were educated on-site daily. The lessons on the school site were slightly different to before the COVID-19 restrictions in that the monitoring of teaching and learning was suspended and lessons became more vocational.

For those children who receive free school meals, Linton School supplied the families with a £25 supermarket voucher per week to help the families provide lunches for their children. We sent out care packages with activities for the whole family, cooking recipes and toys so that the families could engage in a variety of activities and we also provided regular welfare calls to ensure we were still safeguarding our young people effectively. As a school we were in regular contact with Local Authorities and we received a great deal of praise from Blackpool and Lancashire SEN Teams.



11. Looking ahead to 2022-2023

The next academic year for Linton School is looking increasingly positive; we have will a full, permanent and dedicated teaching team with expertise in a wide range of subjects and a consistent cohort of children. As with the previous academic year; from September 2022, Linton School's Senior Leadership Team solely dedicated to driving the school forwards; including a Head Teacher, a Deputy Head Teacher and an Operations Manager. 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 move the school forwards on its journey to becoming an outstanding provider of education to the children in the North West of England.

Our priorities for school improvement are:

1. Develop teachers and teaching assistants understanding of reading and phonics specifically with the Read, Write, Ink phonics programme.
2. Create subject rationales for each subject taught at Linton School which can be shared on the school website for all stakeholders to access.
3. Development of an intervention room at Linton School to further ensure that children and young people can give their full attention to the intervention.
4. Develop a more effective way of monitoring and evaluating interventions that take place.

Appendix 1: Staff at Linton School

Name:	Rebekah Dennett
Job role:	Head Teacher
Qualifications:	BA Hons Degree in Primary School Education with QTS, National Award for SENCo qualification, NPQH, DSL and Safer Recruitment trained
Start date:	April 2018
Background:	Rebekah completed her Teaching Degree in July 2010, graduating from the University of Cumbria. From 2010 Rebekah has worked in a number of educational settings from mainstream primary schools to local authority funded special school and alternative provisions. Rebekah was part of a team who successfully opened a new SEMH provision in Blackburn and supported the school to grow from six pupils to forty. Whilst at her previous school Rebekah developed her skills and became the Designated Teacher for Children in Our Care and the SENCo, successfully completing the National Award for SENCo's. Whilst being at Linton School Rebekah supported the previous Head Teacher to successfully open the school, support the transition of new pupils and prepare the school and staff team for our Ofsted inspection in November 2018. From there her role as developed, she studied for her NPQH and was successfully awarded that qualification in May 2020 and from September 2020 began the newly appointed Head Teacher of Linton School.

Name:	Sean Di Sora
Job role:	Deputy Head Teacher
Qualifications:	BA Hons Degree, Theatre in Education, DSL and Safer Recruitment trained
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.

Name: Paul Barton

Job role: Operations Manager

Qualifications: BA Degree in Geography with Environmental Studies, DSL trained, Safer Recruitment trained, forest school leadership qualification

Start date: May 2018

Background: Paul has worked a variety of different roles, within different companies. He has managed teams in a wide variety of settings, managed budgets exceeding fourteen million pounds and worked closely with directors of companies. A lot of Paul's focus within these companies has been that of Health and Safety and whilst working for ROC Northwest Paul has developed his understanding in this area and now leads on this across the school. Paul has a natural ability to work with young people and can build relationships quickly especially with children who require additional support. Paul now leads our outdoor provision building on his forest schools knowledge.

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 onto 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, PHSE, Employability and Living Independently across the school and assists with the examinations.

Name: Andy Cavill

Job role: Class Teacher

Qualifications: BA Hons in Primary Education with QTS

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 have never looked back. My only regret wishing that I had pursued this path sooner. Andy currently teaches English, history, and geography across the school.

Name: Ellen McCarthy

Job role: Teacher

Qualifications: BA(Hons) in Primary Education with QTS

Start date: March 2019

Background: Ellen has worked for the company for many years and has carried out a variety of roles including Teaching Assistant, Residential Support Worker, SENCO support and Intervention Teacher to name a few. Ellen has been a qualified Primary School Teacher for a number of years and now will be fulfilling the role as Teacher at Linton School to include subjects such as; PE and Outdoor Learning. Ellen has a very nurturing approach, is passionate about the children and making a difference. She has a wealth of understanding to support her teaching and the experience of working with a range of children and young people who have additional learning needs.

Name: Tracey Pinder

Job role: Instructor

Qualifications: HLTA

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 is this year completing her Level 5 in Education and Training at Blackpool and the Fylde College. Tracey is very passionate about outdoor learning and giving the young people skills to help them later in life.

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
Jonathon Buckley	Level 3 Supporting Teaching and Learning in Schools	September 2022