

Lansdown Park Secondary Specialist Provision

Stockwood Lane, Stockwood, Bristol, BS14 8SJ

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is nearly always good so that students make good progress in English, mathematics, science, and information technology. They frequently get nationally recognised accreditations in these subjects.
- Students who attend on site make particularly good progress in their social and emotional development.
- Students who have been permanently excluded from a mainstream school do not get excluded again. Younger students return to mainstream schools or get places in special schools. Year 11 students continue with their education or get places in employment and/or training.
- The collective leadership and management of mathematics are good, and for English and literacy outstanding. In particular, systems to benchmark and track students' progress are rigorous and are used very well to plan individual support programmes. These help to narrow the gaps in students' learning and improve students' ability to manage their own behaviour and emotions.
- The skilled leadership team is robustly challenged by the management committee. All aspects of the school's work have significantly improved since the last inspection 14 months ago and continue to be on an upward trajectory.

It is not yet an outstanding school because

- The way the school is funded does not enable senior leaders to plan ahead, due to the new funding structures.
- Not all students attend as often, or are as punctual to lessons, as they need to be.
- Occasionally, not all staff exactly follow the protocols set by the school and minor issues can then escalate.
- Not enough teaching is outstanding and teachers do not have enough first-hand experiences of outstanding teaching.
- The development of students' literacy and numeracy skills is not always targeted for individuals at every opportunity.
- The curriculum does not fully meet the needs of the students who are waiting for a place in a special school.
- The leadership and management of mathematics are not as strong as for English.

Information about this inspection

- The inspector observed teaching and learning in six lessons, or parts of lessons, taught by five different teachers. All but one lesson was jointly observed with the headteacher.
- The inspector heard students read and looked at the work in their books.
- Discussions were held with students, staff, the Chair of the Management Committee, a representative of the local authority, two visiting school nurses and a headteacher from a local secondary school.
- From discussion and responses to the school's own questionnaire, the inspector took into account the views of students.
- There were not enough responses to the on-line questionnaire (Parent View) for the inspector to be able to view.
- From discussion and responses to their questionnaire, the inspector took into account the views of staff.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Steffi Penny, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Lansdown Park is a pupil referral unit for students in Key Stages 3 and 4. It offers two and six week assessment and intervention programmes along with 12 and 18 week intervention programmes. On occasions, students stay at Lansdown Park for up to a year whilst an appropriate long-term provision is found. Admissions take place every two weeks. The staff provide a breakfast club each morning for students.
- Students are referred to Lansdown Park because they are permanently excluded from mainstream school or because they are at risk of this happening. There is a small number of students who have been missing from education for some time.
- Around 85% of students are known to be eligible for the pupil premium funding. This is additional funding for those students who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- Most students are of a White British heritage and 38% of students are left handed compared with the national average of 14%. Boys significantly outnumber girls. Around half the students have identified special educational needs or are in the process of an assessment of their special needs.
- At the time of the inspection about half the students on the school roll were either educated in alternative provisions provided through the school, educated through outreach services in their own home, or were being re-integrated back into mainstream settings.

What does the school need to do to improve further?

- Improve the amount of outstanding teaching and learning by:
 - taking advantage of every opportunity to develop individual students' literacy and numeracy skills
 - raising staff expectations and knowledge even further through them witnessing more first-hand experiences of outstanding teaching.
- Improve the curriculum to outstanding by ensuring that students who remain on the school roll while waiting for a place in a special school have all their needs fully met.
- Increase students' behaviour and safety to outstanding by:
 - increasing further the rates of attendance and punctuality and decreasing further the rates of unauthorised absence
 - improving the students' punctuality to lessons
 - ensuring that all staff understand and consistently follow the school's set protocols.
- Improve leadership to outstanding by:
 - devising a method for having longer-term funding agreements so that senior leaders can plan ahead over a number of years
 - raising the quality of the leadership of mathematics to the same outstanding value as English.

Inspection judgements

The achievement of pupils is good

- Baseline assessments are undertaken when students join the school. These show that almost all students have not made the expected progress based on their Key Stage 2 results. This is because they have not attended school often enough and/or their behaviour has hindered their learning.
- Baseline testing shows that 83% of students have a reading accuracy of at least six months below their chronological age, with a further 68% of those having a reading comprehension even more depressed. Also, 78% of students have numeracy deficiencies of greater than six months compared with their chronological age.
- Staff measure students' progress regularly. At weeks two, four, 10 and 16, fine levelling of students' progress against the National Curriculum levels is conducted. These show that from their starting point at Lansdown Park students achieve at least in line with the national expectations. Most exceed expectations and have made good, sometimes outstanding, progress. There is no discernible difference between the achievements for the different identified groups of students, for example by gender, race, or entitlement to free school meals.
- Because of the way that work is structured, students have more opportunities to extend their own learning in English lessons compared with mathematics lessons. Other activities and courses are designed to reinforce students' literacy and numeracy skills. However, staff do not always take every opportunity to develop students' literacy and numeracy skills to ensure accelerated progress.
- Students generally leave Lansdown Park with Entry level or Functional Skills qualifications. Sometimes students complete GCSEs, but this is infrequent due to the length of time that they attend the provision.
- Students learn to turn their lives around and get on with their learning. Those who were previously permanently excluded from school that return to mainstream or special schools do not get permanently excluded a second time. For the past two years all Year 11 students have taken up post-16 placements in education, employment and/or training.

The quality of teaching is good

- The quality of teaching is very rarely less than good and it is sometimes outstanding. However, not enough teaching is outstanding. Consequently, teachers do not have enough access to seeing exemplary teaching and then being able to model their own teaching based on such experiences.
- One student told the inspector that they preferred their English studies compared with mathematics. They said this was because they found the work harder to do, but that they did lots of interesting things such as learning about *Othello* and doing extended writing about *The Rime of the Ancient Mariner*. This is just one example of the outstanding aspirational provision in English that demonstrably increases students' joy of learning and passion for high quality literature.
- Where student behaviour 'slips' in lessons it is managed very well. Support staff and teachers work seamlessly to ensure that any poor behaviour by a student does not interfere with the learning or enjoyment of others.
- Teachers plan their lessons to ensure that students reinforce past learning or learn something new. When students start talking about things not to do with the subject, but that are relevant to their wider understanding and knowledge, teachers flexibly adapt the lesson. Where a student tries to divert discussion to issues that are not appropriate staff deftly show the student respect by listening, but also ensure that the lesson/learning is not diverted.
- The assessment of students' work is regular and provides helpful advice to students. The way that comments are constructively written by teachers helps to affirm students' belief that staff

are aspirational on their behalf and care for them, raising their self-confidence as learners.

The behaviour and safety of pupils are good

- From their starting points, students make good progress in managing their behaviour and emotions because of the individual programmes that are designed for them. These are successful because staff follow the agreed steps for rewards and sanctions and so students understand what is expected of them. Consequently, incidents of extreme behaviour requiring physical restraint have significantly reduced, and over the last year they have been rare.
- The way that students are greeted in the morning and how they should be spoken to when they make the wrong choice have been carefully thought through. The school has devised an excellent set of protocols that show staff the precise language to use, and not to use, when helping students manage their behaviour and actions. Occasionally, not all staff consistently follow these set protocols. When staff follow the school's protocols exactly, small issues such as the use of inappropriate language or mobile phone possession do not get 'the oxygen of publicity' and students remain on task.
- The breakfast club and piped music ensure that the start of the school day is friendly and welcoming. Staff use this time to assess and manage the needs of individual students. The conversations they have with students help to identify and provide any support that is needed to ensure they feel safe and are well looked after.
- During recreation times, staff and students socialise and often play games together. The atmosphere of harmony and fun is modelled very effectively by staff creating a sense of a community built on trust and respect.
- Almost all students reported that they feel safe in school. Students told the inspector and reported in the school questionnaire that bullying is rare. They can identify when they are being bullied through verbal abuse, but are much less aware when they are the perpetrator. Staff have worked hard to increase students' levels of empathy so that the students can understand the impact of their own bullying behaviour or thoughtlessness towards others.
- Overall, attendance is lower than that seen nationally in most schools and a few students have continued to refuse to attend school. However, the majority of students attend more frequently than they did in their previous school even though many have to catch two buses to get to Lansdown Park. The school works diligently to improve the attendance and punctuality of all students with specialist support agencies and families, as well as offering meaningful rewards to students.
- Students have a good understanding of keeping safe, although sometimes some continue to engage in risk taking activities outside of school that they know are not in their best interests.

The leadership and management are good

- The success of the leadership and management at Lansdown Park is most clearly demonstrated by students' reintegration into mainstream schools, the accreditations achieved by students, and by students continuing in education, employment and/or training when they leave school. The school's ethos promotes equality of opportunity and tackles discrimination promptly.
- The curriculum is well matched to the needs of most students. It includes creative and sporting activities that are enriching and enjoyable. This has a positive impact on students' emotional and social well-being and contributes very well to their good spiritual, moral, social and cultural development.
- The school's improvement plan is well ordered and focused on the key areas for improvement. There has been a marked improvement in the provision of comprehensive data, which is enabling students' progress to be measured accurately and frequently. These data are then used to compare students' attainment against national expectations and to identify where further improvement is needed.
- A literacy coordinator has been in post since December 2012 and the quality of the collective

leadership in English is outstanding. Over the last 14 months there have been several changes to the staff responsible for the teaching of mathematics. These changes have meant that the quality of leadership and management of mathematics, although good, is not as strong as that for English.

- Performance management systems are in place and outcomes are linked to relevant in-service training. Staff, including the headteacher, must meet their performance targets, primarily based on students' achievement, if they are to progress on the salary scale.
- Safeguarding meets requirements. Effective practices and good links with other agencies and support services help to strengthen the good care and support for students and their families.
- Since the last inspection the local authority school improvement services have provided good support and challenge through the work of the senior school improvement officer for special educational needs. In direct contrast, the impact of the systems used by, and requirements of, the corporate systems of the local authority is less helpful.
- The school and the local authority are fully aware that some students who are identified as requiring a place at a special school stay on the Lansdown Park roll far longer than they should because there are limited spaces in such schools locally. These students access education through a combination of outreach teaching in their own homes, alternative provision and some onsite programmes. However, these students do not have the same opportunities to develop other skills, knowledge, understanding, or to work with their peers as they would if they attended a special school.
- **The governance of the school:**
 - Since its inception 18 months ago, the management committee has had a great impact on the performance of the school. Its members have the students' best interest at the heart of all they do. They are single minded at driving school improvement to ensure all students have increased life chances.
 - This is the first year that Lansdown Park has had a delegated budget. The way that the budget is formulated, due to the new funding structures, does not allow the headteacher to plan effectively for the longer term and this hinders the future development of the provision, both onsite and as part of its outreach services. The school has been funded to a notional value by the local authority of 10 places eligible for the pupil premium, which provides around £6,230. This amounts to less than 1% of the total school budget. The school has spent most of this money funding half the salary of the literacy coordinator. Whilst it has not been able to determine how effective this has been on raising individual students' achievement yet, the impact of the appointment has improved the achievement of all students.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134536
Local authority	Bristol
Inspection number	422505

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The local authority
Chair	Amanda Cranston
Headteacher	Alison Salway
Date of previous school inspection	25–26 April 2012
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