

Lansdowne School

Argyll Close, London, SW9 9QL

Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- There has been rapid and significant improvement since the school was judged to require special measures. The appointment of many new teachers, together with a comprehensive coaching programme for staff, has successfully raised the quality of teaching.
- Teaching is now good overall. Teachers' assessments of students' progress are accurate and checked regularly. This allows teachers to plan and deliver lessons that are well matched to students' abilities.
- Students are given appropriately challenging work. They respond well to tasks that are difficult enough for them to have to try hard, but not so difficult that they cannot be successful.
- Staff use the school's chosen sign and symbol systems well, both when teaching and when making resources for lessons. This helps students more easily understand what they are being taught.
- Students' make good progress. For example, their reading skills develop quickly because daily reading lessons are well structured and give them regular practice. This also helps students to be more confident learners in other lessons. Students' literacy skills develop well because they have regular opportunities to read, write, speak and listen in most subjects.
- Students feel safe at school and enjoy their lessons. Their behaviour in class is good because they understand the school's five main rules, which teachers reinforce during most lessons. Students' attendance has improved significantly.
- The executive headteacher and the assistant headteachers know the school well. They use this information to make good decisions about how to improve the school. The interim executive board and advisors from the local authority provide good support and help to ensure that the judgements and actions of the school's leaders are accurate and appropriate.

It is not yet an outstanding school because:

- Students' progress in mathematics is not as strong as it is in English. This is because fewer opportunities are provided to use mathematical skills in other subjects.
- Marking of students' work does not consistently provide high-quality feedback to help students understand what they need to do to improve.

Information about this inspection

- When Lansdowne School was inspected in February 2012, it was judged to require special measures. Subsequently, the school was inspected on four occasions. At the last monitoring inspection the school was judged to be making good progress.
- The inspector, together with the executive headteacher and members of the leadership team, observed teaching and learning in 13 lessons, taught by 13 teachers. He also observed the daily reading session in each of the school's 10 classes.
- Students and school leaders met with the inspector to discuss the school's work.
- The inspector met with the interim executive board (IEB), which is responsible for the school's governance, and a representative of the local authority.
- The inspector looked carefully at a range of documents including the school's tracking of students' progress, the school's checks on how well it is doing and development plan, the local authority's action plan and minutes of meetings held by the IEB.
- The inspector was not able to consider the views of parents and carers provided through the online Parent View survey because there were too few responses. However, he did take information from the school's own recent survey of parents and carers into account.

Inspection team

Jon Carter, Lead inspector

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Since the previous inspection, there have been extensive changes to staffing. Two new assistant headteachers with key stage responsibilities now support the executive headteacher instead of a single head of school. Almost all of the teachers working at the school at the time of the previous inspection have left and been replaced with different staff.
- All students have statements of special educational needs. The main needs of students are autism spectrum disorders, severe learning difficulties, behavioural, emotional and social difficulties and moderate learning difficulties. The school also has smaller proportions of students who have speech, language and communication needs and specific learning difficulties.
- The proportion of students known to be eligible for the pupil premium, which is additional funding for looked after children, students known to be eligible for free school meals and children of service families, is well above average.
- Students come from a diverse range of ethnic backgrounds. The largest groups in the school come from Black African, White British or Black Caribbean backgrounds.
- The school maintains links with the Ilderton Motor Project and Lambeth College. These organisations provide regular additional curriculum opportunities for students in Years 9 and 11.
- The school is part of a soft federation with Turney School, which is also led by the executive headteacher.

What does the school need to do to improve further?

- Improve students' progress in mathematics, so that students make as much progress as they do in English, by:
 - sharing information about students' learning in mathematics with all teachers, so there is a clear understanding about which mathematical skills students need to develop
 - planning targeted opportunities to use identified mathematical skills in all subjects by using the school's existing RWCM (reading, writing, communication and mathematics) section in lesson planning more effectively.
- Improve the effectiveness of the marking of students' work, so that they have a better understanding of what they need to do to improve, by:
 - ensuring that all teachers consistently provide good quality written feedback which makes it clear to students what they need to do next to make their work better
 - providing clear examples that students can follow when reviewing and improving their work
 - providing time in lessons for students to review and improve their work by responding to teachers' written feedback.

Inspection judgements

The achievement of pupils is good

- Students join the school with much lower levels of attainment than those of most other students of similar age, due to their special educational needs. They make good progress overall. The majority of students make good progress in both English and mathematics. The proportion of students making the expected rate of progress in these subjects is double that made by students of similar ability nationally. When compared to students of all abilities nationally, progress in English shows a larger than average proportion of students making expected gains, while in mathematics this proportion is average.
- Students' reading skills improve very well. Structured daily lessons for all students help them gain a firm foundation in the sounds letters make (known as phonics) before making further progress towards being independent readers. Focused individual sessions, for students eligible for pupil premium funding, help those who find reading most difficult to catch up quickly with their peers. On average, students in Year 7 make double the expected progress as a result of this support.
- Students' literacy and communication skills also improve well. For example, in humanities, more-able students' learning is good because they have opportunities to write extended answers and use reference materials independently. Students who use symbolic communication methods make good progress due to highly personalised teaching. This demonstrates that the school recognises students' differences and works effectively to ensure that they are all treated equally.
- Some students do not make progress as quickly in mathematics as they do in English. Weaker teaching has now been addressed so that the progress of these students is accelerating. However, students are not always given good quality opportunities to use and apply their mathematical skills in other subjects. Students often make rapid progress in practical subjects including science and food technology.
- Students who are known to be eligible for the pupil premium make progress that is at least as good as, and sometimes better than, their peers. There is no significant difference between the performance of students from different ethnic backgrounds.
- Students' attainment remains low compared to all students nationally because of their disabilities and special educational needs. Nevertheless, at the end of Key Stage 4, students are entered for a range of accredited qualifications. The school does not enter students early for GCSE examinations.

The quality of teaching is good

- The quality of teaching has improved significantly since the school was judged to require special measures. Recent monitoring by school leaders and the local authority is consistent with inspection findings: teaching is usually good and there is some outstanding teaching.
- Teachers assess students' learning and progress regularly and accurately. Lesson planning consistently makes good use of this information to ensure that students are given work which is well matched to their needs and abilities. This ensures that students are challenged to try hard and know they can be successful. For example, in a mathematics lesson for Year 9, one student had to attempt a question about fractions three times before he was confident he had the correct answer. Although he knew he was approaching the problem correctly, he could identify that his first answers were incorrect and persevered until he had solved it.
- Students understand what they are trying to learn because teachers set individual targets for them and communicate the aims for each lesson clearly. Teachers and additional adults often question individual students skilfully during lessons to check whether they have reached their goals and improved their understanding.
- Students' reading and writing skills improve more quickly than their mathematical skills because information about their achievements is shared and used more effectively. Students' numeracy

skills are not always improved in lessons other than mathematics. This is because the teachers' RWCM (reading, writing, communication and mathematics) targets do not always identify the mathematical skills that students need to improve.

- The quality of marking has improved gradually over time. However, not all teachers consistently provide good quality written feedback for students to help them understand what they need to do to improve or extend their learning. Where marking was most useful, teachers wrote questions or set tasks that led students to reflect on their learning. Time was then provided for students to respond to the feedback. However, this was only seen in some lessons.

The behaviour and safety of pupils are good

- Students' attitudes to learning and behaviour in the classroom have improved well since the previous inspection. As a result of better teaching, students enjoy learning and are often smiling and happy both in lessons and around the school.
- Students behave well. They have a thorough knowledge of the school's five 'FRESH' rules because teachers reinforce them regularly. As a result, students respond quickly to reminders from staff about appropriate learning behaviour. The rules, such as 'everyone deserves respect', also help to instil moral values and promote better social behaviour very effectively.
- A few individual students have specific plans to help staff manage their behavioural difficulties. These have clear links with the school rules. Staff apply the rules and the planned responses consistently. This helps students to feel safe in a predictable environment.
- Students show an appropriate awareness of what bullying is and the different forms it may take, including cyber-bullying and homophobia. While they say that it sometimes happens at school, they are also clear that staff deal quickly with any problems. Parents and carers agree that school leaders listen and respond to concerns that students raise and are pleased with the improvement they have noticed in students' behaviour.
- Students from different ethnic backgrounds get along noticeably well with each other. There are few racist incidents. Students' cultural awareness improves well as a result of more interesting and engaging lessons in religious education and history.
- Students' attendance has improved significantly over the past year. They have become used to moving quickly between lessons so that learning can start promptly. Where the school identifies concerns about a student's absence it works appropriately with parents, carers and other services to support the student to improve their attendance.

The leadership and management are good

- The executive headteacher has successfully led the school through a period of rapid and necessary change. Because of her timely and decisive action, the quality of teaching has improved significantly since the school was judged to require special measures.
- School leaders, the IEB and the local authority evaluate the work of the school rigorously and plan carefully for continued improvement. They ensure that all staff know the main priorities for development and understand their roles in making the plans work.
- School leaders and local authority advisors regularly check the quality of teaching. The executive headteacher's effective coaching programme ensures that teaching is consistently good or better. Support from the federation school improves teachers' skills, for example, in teaching students who have autism.
- Students' learning is monitored frequently. Systems for collecting and analysing information about their progress are now well established. School leaders use this information well to set challenging targets based on high expectations for all students.
- The successful collaboration between school leaders, the local authority, the IEB and other schools is planned to continue for the foreseeable future. Their track record means the school

therefore has good capacity to sustain and develop the improvements that have been made so far.

- Leaders regularly revise school policies, such as the marking policy, to maintain the pace of improvement in teaching. However, school leaders recognise that this key policy needs to be clearer about how teachers can help students improve and extend their work.
 - Parents and carers feel that the quality of communication has improved since the appointment of new teachers. They particularly value the informal discussions they have with classroom staff about their children's learning and behaviour.
 - The school's curriculum meets students' needs well. The school makes good provision for their spiritual, moral, social and cultural development. Students are being prepared effectively for the next stage of their education through courses that lead to GCSE and Entry Level certificates. Links with a local college provide older students with valuable experience of further education.
 - The arrangements made to ensure that students are kept safe meet current requirements. There is regular review by senior leaders and the IEB to ensure that this is maintained.
 - **The governance of the school:**
 - The experienced IEB supports and challenges school leaders well. Its members make personal visits and take reports from school leaders and local authority advisors. This gives them a comprehensive understanding of the school's strengths and weaknesses. Their expertise in school leadership has allowed them to assess the performance of the school accurately. They are fully aware of the quality of teaching and ensure that there is a strong link between teachers' pay and their performance. They have a thorough knowledge of how the school's budget is spent, including pupil premium funding, and speak knowledgeably about its impact on learning.
-

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	100654
Local authority	Lambeth
Inspection number	420388

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	Interim executive board
Chair	Pat Petch
Headteacher	Linda Adams
Date of previous school inspection	1–2 February 2012
Telephone number	020 7737 3713
Fax number	020 7738 6877
Email address	executiveheadteacher@lansdowne.lambeth.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

