

# Inspection of Lansdown Park Academy

Stockwood Lane, Stockwood, Bristol BS14 8SJ

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Inspection dates:

9 and 10 February 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Previous inspection grade

Not previously inspected

## **What is it like to attend this school?**

The quality of education pupils receive in the secondary provision on the Stockwood site is poor.

There is regular potential for violence between groups of pupils. Leaders have taken action to safeguard pupils and stop fights by adjusting when different pupils and groups of pupils attend the site. This now means that pupils have timetables of activities that do not meet their needs. Pupils' attendance is sporadic. When they do attend, the quality of education and support to meet their needs are poor. They are not learning well enough. They do not have the opportunities to address their social and emotional needs. Consequently, they are not well prepared for life when they leave.

There have been some improvements recently to the Rush Hill site. Pupils do better in the primary provision. There is evidence of staff establishing warm and caring relationships with pupils.

## **What does the school do well and what does it need to do better?**

The Stockwood site is neglected and this demonstrates the low expectations. There is a lack of clear purpose or vision. The local authority commissions short-term places so that pupils return to mainstream schools or are placed in specialist provision quickly. In reality, some pupils are left at the provision for a long period of time. Consequently, the curriculum becomes inappropriate. Many of the pupils have special educational needs and/or disabilities (SEND). Their needs are not met as the provision is not the right place for them. Staff do not have the specialist skills or knowledge they need to help them.

Leaders have addressed the potential for violence on the Stockwood site in the classroom and playground by reorganising the attendance of pupils. Different groups now attend part-time on site and have different activities off site. However, they are frequently late and do not engage. Pupils in the secondary provision experience a jumbled, disconnected curriculum. They do not build their knowledge and understanding over time. The English and mathematics curriculums do not provide continuity of learning. Pupils are not challenged.

At the Stockwood site there is little evidence of pupils learning well over time, before the recent changes, so they can be successful in future placements. There is limited evidence of ambition for pupils. Pupils have little ambition for themselves. In the worst case they see their future in prison or juvenile detention. The curriculum does not address sufficiently the needs of pupils in any systematic way. Staff place too much importance on pupils simply 'engaging'. There is insufficient attention given to pupils developing the knowledge and skills to help them succeed. There is a lack of education to help pupils to address some of the issues they are likely to face, for example knife crime, drugs and gangs. This means the pupils are vulnerable.

The primary provision has a clear purpose. Staff work effectively with partners to identify the most appropriate pupils to work with. Pupils engage in their learning more. They learn the core skills of reading, writing and mathematics. This means that they are successful when they return to their mainstream provision.

Many leaders are new to post and are currently filling additional roles temporarily. There have been some recent improvements at the Rush Hill site. Expectations are clearer. These have yet to result in regular attendance or consistent, high-quality learning.

The interim headteacher and the chief executive officer (CEO) of the multi-academy trust have already taken important decisions to strengthen the academy. They have an accurate view on what needs to be done. The local academy council are committed to doing their best. However, they do not have enough knowledge and information to hold leaders to account sufficiently.

A few staff responded to the staff questionnaire and told inspectors that they were proud to work at the school. They feel supported. Other members of staff are very unhappy. They are concerned about their treatment and the quality of education that pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Procedures are in place to ensure pupils are kept safe. Leaders give a high priority to staff training. Staff recruitment procedures are appropriate.

Leaders are very knowledgeable about the complex backgrounds of many of the pupils. They work closely with other agencies to ensure they tackle the serious issues that many pupils face and keep them safe. They follow up concerns very diligently. The personal, social and health education (PSHE) curriculum covers issues such as consent and sex and relationship education.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The Stockwood secondary provision does not have a clear purpose, vision or intent. This means that pupils stay longer than expected and their SEND needs are not met. Leaders should work with commissioners and agree the nature of the intervention the site should provide, the objectives and the timeline to achieve these objectives.
- The secondary curriculum on the Stockwood site is not ambitious enough. It does not give pupils the knowledge and cultural capital they need to succeed in life.

Leaders need to make sure that the curriculum is based on an ambitious selection of specific subject content that pupils need to learn.

- Currently, many pupils who are registered on the Stockwood secondary site are receiving a disconnected series of activities, some of which are poor quality. Leaders should ensure that pupils' experiences improve quickly, are made more coherent and contribute to them succeeding in their future destinations.
- Staff and leaders have not ensured that there are high enough expectations and promoted pupils' personal development well enough so that pupils work together effectively in the Stockwood secondary provision. Leaders should raise expectations, improve staff skills in managing behaviour and develop a personal development curriculum so that pupils show respect to each other and become confident, resilient and independent learners.
- Many of the leadership team are new, many are in interim positions. This means that they do not always have the experience, skills, knowledge or authority to secure the quality of education or drive change sufficiently. Senior leaders should clarify staff roles and responsibilities and ensure that the leadership team are effective in providing a high-quality education.
- Members of the local academy council know that aspects of the school need to improve, but they have not identified the real scale of the weaknesses. Governors must ensure that they get to know the curriculum and all the sites better so that they increase the level of challenge in their questions for senior leaders.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144284
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10212133
<b>Type of school</b>	Alternative provision
<b>School category</b>	Academy alternative provision converter
<b>Age range of pupils</b>	5 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Bradshaw
<b>Headteacher</b>	Paul Todd (Interim Headteacher)
<b>Website</b>	<a href="http://www.lansdown.learnmat.uk">www.lansdown.learnmat.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Lansdown Park Academy converted to become an academy alternative provision, part of the Learn@MAT multi-academy trust, in September 2017. When its predecessor school, Lansdown Park School, was last inspected by Ofsted it was judged to be good overall.
- The interim headteacher and interim deputy headteachers have been in post for four weeks.
- The academy was operating on three sites commissioned by two local authorities, City of Bristol and Bath and North East Somerset. The three sites were: Stockwood site, Stockwood Lane, Bristol, BS14 8SJ, for pupils in key stages 1 to 3; Rush Hill, Bath, BA2 2QL for pupils in key stages 3 and 4; and a site at Broadlands Academy, BS31 2DY for primary aged pupils.
- In January 2022 it was decided that all primary-aged pupils would be educated on the Stockwood site.
- There are plans in place to build a purpose-built, all-through provision on the Rush Hill site.
- The school uses four alternative providers.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors examined a range of documentation provided by the school. They met with the interim headteacher, senior and middle leaders, the academy council of governors, the CEO of the trust, staff and pupils.
- Inspectors visited all the sites.
- Inspectors carried out deep dives in early reading, English, mathematics and PSHE. They met with subject leaders from the school and the trust. They talked to pupils and teachers and looked at pupils' work.
- Inspectors looked at the policies and procedures used to keep pupils safe. They reviewed the checks carried out by leaders on the suitability of adults who work in the school.
- Inspectors considered responses to Ofsted Parent View, the online questionnaire, and free-text responses. They also considered responses to the staff survey and letters written by staff. They telephoned parents and called a number of alternative providers.
- During the inspection, a number of staff were not at a school due to sickness.

## Inspection team

Stephen McShane, lead inspector	Her Majesty's Inspector
Paula Marsh	Ofsted Inspector
Teresa Hill	Ofsted Inspector

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