

# Lansdowne School

## Inspection report

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<b>Unique Reference Number</b>	100654
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	276361
<b>Inspection dates</b>	18–19 October 2005
<b>Reporting inspector</b>	Judith Charlesworth

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Susan Stuart Mrs G Bealing
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Argyll Close Dalyell Road London SW9 9QL
<b>Telephone number</b>	02077373713
<b>Fax number</b>	02077386877

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<b>Age group</b>	11–16
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Lansdowne School caters for students aged 11 - 16. Approximately three quarters of the students have, in equal numbers, moderate learning difficulties (MLD), severe learning difficulties (SLD) or social, emotional and behavioural difficulties (SEBD), with the majority of the rest having autistic spectrum disorder (ASD). A small group of pupils with very significant and challenging special educational needs (SEN) was admitted into Year 7 last month, and reflects the increasingly complex student group. The school is very close to the centre of Brixton, an inner city area with a high level of social deprivation. Most students are Lambeth residents, with Black British Caribbean and African students forming around one third of the student group. Just under a third are White British and the remaining pupils represent eight other heritages. About one third of pupils have English as an additional language.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

\* Ensure that the needs of the pupils with the most challenging SEN are properly met.\* Streamline the planning, recording and assessment systems and guidance for staff so that they are more manageable.\* Extend the data analysis system to better track the progress of lower-attaining students.

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

### Teaching and learning

Grade:

The inspection findings confirm the school's judgement that teaching and learning are generally good. The best lessons are very well planned to meet the different needs of each individual in the class. These lessons take account of students' key targets for learning, for example to speak in full sentences. Staff make sure that opportunities are given to reinforce the targets as well as achieve the lesson's objectives. Not all staff are confident in the use of the new computer-linked projectors, but when they are, this makes a very valuable contribution to students' learning and enjoyment. The students are motivated by their strong relationships with staff. Teachers relate very well to students, and talk to them in a clear, warm and direct manner, giving careful explanations and opinions. Students receive excellent support from teaching assistants who use their initiative very effectively. The team work between all staff is very good. Occasionally, the pace of lessons for lower attaining students is a bit slow which limits what they could achieve in the time. There was some unsatisfactory teaching during the inspection. This related to a new, temporary teacher and to staff not yet having the skills they need to meet the needs of the small group of students with very challenging needs in Year 7. Good measures have been implemented to improve this situation.

### Curriculum and other activities

Grade:

As judged by the school, the curriculum is good overall, but some aspects are outstanding. A current weakness, however, is that the curriculum has not been adapted to suit the new group of students with particularly challenging needs in Year 7. The school provides the basic National Curriculum very well, and improvement has been good since the last inspection. Daily reading sessions where students are grouped by reading ability have improved their reading considerably. Records of students' attainment and progress in literacy and numeracy contribute effectively to teachers' planning and the targets set on students' individual education plans. Clubs and after-school activities, such as mathematics for GCSE students, support students' achievement and enjoyment greatly. Students have a choice about which subjects they study in Years 10 and 11, and the curriculum provides excellent opportunities for nationally-recognised

accreditation. The provision for PSHCE and for work-related learning, are also particular strengths. There is a very good emphasis on teaching pupils to be healthy, stay safe and take part in society successfully. Students have excellent opportunities for work experience both through external placements and by running their own award-winning Young Enterprise initiatives.

## **Care, guidance and support**

### **Grade:**

The school judges this area to be good, but the inspection finds it to be better than this. The quality of care, advice and guidance to safeguard pupils and promote their personal development is excellent. There is an outstanding commitment to equal opportunities and racial harmony. Very good support is given by staff to improve the achievement of students from minority ethnic groups and those with English as an additional language. A parallel group of staff support students' additional SEN. The school is fully aware of students' vulnerability and works very effectively with other agencies to safeguard them. It ensures that all students have adults to confide in and the opportunities to do so. The head teacher's office provides a private sanctuary, should individuals need it. Child protection procedures are rigorous and implemented effectively. Parents value the school and the positive effect it has on their children, and some continue to seek support after their child has left. Systems within school ensure that students make consistent progress and there is good careers education and guidance. Students are becoming increasingly involved in evaluations of their achievements so that they can take responsibility for their own lives, actions and behaviour in adulthood.

## **Leadership and management**

### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

I'm sure you remember that I visited your school earlier this week to see how well it was working, and how well you were all doing. I was very pleased with what I found. A little while ago, the headteacher and staff filled in a long form to say what they thought about various parts of the school's work. Altogether, they said that they thought Lansdowne was a good school, and I agree.

The main reason that I think this is because you obviously enjoy being there. You behave really well, and I can see that you enjoy settling down to work. That means that you learn well and you should be very proud of all your achievements. The school is a very friendly place to be in and looks after you very well indeed. You have excellent relationships with the staff, and I can see how much they all care that you feel safe and happy so that you can learn well. The teaching is good, and staff give you a good range of things to do. You really enjoy working with the new interactive whiteboards, don't you?

There are a couple of areas that I think the school could improve upon. The first is to make sure that every student is helped to learn as much as possible, and that every student's progress can be measured accurately. There is a very small number of younger students who aren't helped to learn as much as they could at the moment. The other area is to do with the advice given to staff on how to help you learn best. There is so much of this that it is a bit confusing. I think it would be helpful if it was reviewed and slimmed down a bit. Lastly, I would like to say thank you for letting me sit in your lessons and for sparing the time to talk to me. I could not have done my job nearly as well without your help and co-operation.