

Lansdowne School - Summary Evaluations

1. Vision	Our vision is to be a model of best practice in education innovation and collaboration that will provide guidance and inspiration to others	
2. Three Year Aims	To be recognised as an innovative Centre of Excellence, providing an outstanding, personalised education for all pupils	
	To create a learning community where opportunity and challenge are championed	
	To ensure pupils are prepared for education, employment, health and independence	
3. Progress	OFSTED Key Issues November 2016	Progress on OFSTED Key Issues
	<p>Improve leadership and management by:</p> <ul style="list-style-type: none"> • developing the skills and knowledge of those new to their leadership roles so they can drive forward improvements within their area of responsibility. • Ensuring that key documentation is consistent, precise and sharply focused on priorities for school improvement. 	<ul style="list-style-type: none"> ▪ Senior leadership team and middle leaders embedded. ▪ Middle leaders – TLR postholders are linked to school development plan and the needs of the school – so a middle leader leads on the Post 16 curriculum and college links. There are further middle leaders supporting PSHCE and careers across the school the maths curriculum and guided reading ▪ The school development plan has specific dates and strategies, describing how these strategies will be achieved and the impact throughout the school year.
	<p>Improve the quality of teaching, learning and assessment by:</p> <ul style="list-style-type: none"> • ensuring that teachers' expectations of pupils' literacy skills are consistently high in all curriculum areas. • Providing opportunities for pupils' to practise the mathematical skills they have learned in the classroom in a variety of real situations and environments. 	<ul style="list-style-type: none"> ▪ There has been a full audit of students writing and an action plan on how to improve. ▪ Data shows that 88% of students make better than expected progress in writing. ▪ There is a discrete writing policy. ▪ On-going CPD continues to ensure writing is improving across the curriculum ▪ The maths postholder and his team ensure there is regular practical day to day activities across the maths curriculum. This is evidenced through book looks and learning walks. ▪ There is a specific maths policy in place across the school
4. LM	Strengths – why we are good?	Areas for development

	<ul style="list-style-type: none"> ▪ Rigorous succession planning enabling staff to have opportunities to demonstrate their leadership and management skills leads to sustaining improvement. ▪ Teaching, learning, progress, safeguarding and student wellbeing are at the heart of school life. ▪ The EHT and her senior leaders have high expectations of staff and pupils and they lead by example. ▪ The SLT have built a culture of collaborative learning, coaching and professional dialogue which has led to improved teaching and learning across the school. ▪ The Senior leadership team is well established and highly competent in developing its middle leaders. ▪ There is a strong emphasis across the school and curriculum on working towards employment and employability ▪ Performance management is very well managed and linked closely to training, development and pupils' progress. ▪ Leaders have a very accurate view of their own performance ensuring continued improvement is very strong. ▪ All the areas for improvement in teaching identified in the previous inspection report have been addressed. As a result, overall progress has accelerated rapidly and all groups of pupils achieve very well in the school. ▪ Leaders have responded well to the demands of the new national curriculum and have developed new and engaging schemes of work and assessment opportunities. ▪ Leaders are developing new curriculum pathways to meet the needs of individual students in line with the new Ofsted framework. 	<ul style="list-style-type: none"> ▪ Additional work to be undertaken to ensure that middle leader action plan sharply identifies the key priorities for improvement, benchmarks for evaluating the impact of actions with clear timescales.
5. Outcomes	<p>Strengths – why are we are good?</p> <ul style="list-style-type: none"> • Most recent data analysis shows pupils achieve 93% progress in English , 94% Mathematics – expected or better • Accreditation outcomes in KS4&5 show pupils make at least good progress across all subject areas 	<p>Areas for development</p> <ul style="list-style-type: none"> ▪ Implement assessment Flightpaths to accurately measure exceptional progress over time.
6. TLA	<p>Strengths – why are we are good?</p> <ul style="list-style-type: none"> ▪ Teaching, learning and assessment is never less than good with many examples of outstanding. ▪ Progress is outstanding in all subjects from student starting points and over time. ▪ Reading continues to be a strength across the schools ▪ Supply and new teachers are supported very well because of the coaching and mentoring programme. ▪ TAs are very well deployed and make a significant contribution to pupil progress. ▪ Careers is a strength of the school from Year 7-13, ensuring students are well prepared for life and employability when they leave school ▪ Learning walks, book looks and assessment over time show all pupils make at least good progress over time. 	<p>Areas for development</p> <ul style="list-style-type: none"> • Ensure all staff understand the needs and teaching strategies to ensure students complex the needs of complex students are fully met • Develop a 'stretch and challenge policy' to ensure challenging targets for students achieving better than expected progress.
7. 6th Form	<p>Strengths – why are we better than good?</p>	<p>Areas for development</p>

	<ul style="list-style-type: none"> ▪ The curriculum provision is diverse and the employability pathways focus on pupils transitioning to study vocational courses at FE colleges, apprenticeship and employment ▪ Provision includes valuable opportunities for students to engage extremely well with the community and subsequently, students are becoming increasingly confident in making choices and developing key life skill choices ▪ Work experience and college links are diverse, pupil led and leads into employability pathways ▪ All pupils move on to the next stage of accreditation in English and Mathematics, which includes GCSE, Functional Skills and Step up to English – silver/gold ▪ The life skills, work experience and employability programme provides a wide range of additional activities that are very well organised and effective in preparing students for adulthood. ▪ 	<ul style="list-style-type: none"> ▪ Define further accreditation pathways for post 16 students with complex needs.
8. PDBW	<p>Strengths – why are we better than good?</p> <ul style="list-style-type: none"> ▪ The school is a calm and purposeful place where students are happy and safe. ▪ Robust safeguarding procedures are in place which ensure attitudes to learning is exemplary. ▪ British values and SMSC are creatively interwoven throughout the curriculum across the school. ▪ Behaviour and behaviour for learning is outstanding. ▪ The individual needs of students are met very well through differentiated planning and an understanding of students' individual needs. ▪ Relationships between adults and students are positive and students respond very well to adult support. ▪ Students are prepared for their next stages of learning very well ▪ Both parents/carers and students are supported individually by the school to the next stage of education including Post 16 options, Post 19 colleges, apprenticeships and employment 	<p>Areas for development</p> <ul style="list-style-type: none"> ▪ Further strengthen emotional wellbeing through SCERTS programmes. ▪ To continue to define therapy options so pupils have the optimum opportunity to access the curriculum through sensory, physical and communication support in line with ASD diagnosis and speech and language delay/disorder needs.
9. Overall	<ul style="list-style-type: none"> ▪ Senior leaders and governors form a strong, talented and energetic team who have a clear vision for the future of the school. As a result, since the last inspection they have brought about rapid improvements in pupils' rates of progress. 	