

AUTISM ACCREDITATION PEER REVIEW



SERVICE REVIEWED: Lansbury Bridge School and Sports College

DATES OF REVIEW: 17 – 19 January 2017

TEAM MEMBERS: Team Coordinator: Jackie Macey Team Members: Sally James, Dee Marshall

OVERVIEW OF PROVISION

Lansbury Bridge School is a local authority special school which provides for the educational needs of young people between the ages of 3 and 16. The school benefits from excellent facilities which were purpose built over ten years ago but have been well maintained and developed to a high standard. Specialist classrooms, a sensory integration base and a separate building for Early Years all feature. The school is proud of its designation as a Specialist Sports College and has excellent facilities for sport including: a large sports hall and swimming pool. The most recent development is the addition of a large and well-resourced Sensory Integration Base.

Lansbury Bridge School is larger than most special schools and currently has over 220 pupils on roll. Learning needs are very broad and approximately 50% of pupils have a diagnosis of autistic spectrum disorder. Many of the older pupils have some verbal skills with some being quite able whereas more recent admissions to the school have included pupils with more complex needs.

SUMMARY OF EVIDENCE

Observations

The review team observed 25 lessons or small group activities, as well as transitions, snack, lunch and break times. These covered the full age range and a breadth of curriculum areas.

Interviews and Discussions

Meetings were held with members of the Senior Leadership Team, Chair of Governors, Behaviour Management Co-ordinator, Inclusion Co-ordinator, Early Years Co-ordinator, Enrichment Co-ordinator, PSHCE Co-ordinator, Speech and Language Therapist, Sensory Integration Co-ordinator, parents and pupils from the Primary and Secondary Department. Some brief more informal discussions were held with individual teachers and members of class teams.

Documentation

Policies:

- Autism Policy
- Pupil Behaviour and Discipline Policy
- Care and Control Policy

School Improvement Plan

Planning

Social Stories

Family Liaison Case Studies

Individual Education Plans

SCERTS Profiles

Pupil Profiles

Sensory Processing Assessments

Sensory Awareness Staff Booklet

Training presentation: an Awareness to Making Sense of Sensory and Sensory Integration

Behaviour Plans

Self Audit

Ofsted Report

Website

Questionnaires

KEY FINDINGS

Actions for development	Reasoning
<p>E4 / E6 Self Reliance and Problem Solving</p> <p>The review team suggests that the school audits its current practice to determine where problem solving opportunities are included in the curriculum. This area of practice could then be developed through further training, sharing of effective approaches and monitoring through observation.</p>	<p>During the review the team observed a few opportunities for problem solving, these were mainly based around choice. In an ICT lesson pupils were asked to understand a problem with an item of hardware and had to work out what actions were needed, an independent approach was encouraged and supported. Problem solving is a difficult skill for autistic learners to develop and frequent opportunities to experience this from an early age is likely to support flexible thinking and learning as pupils mature. Many tasks also support the development of self-reliance independence, e.g. deciding and locating resources for a task, being given the wrong piece of</p>

	<p>equipment e.g. an inappropriate size of spoon in Food Technology, a broken pencil or insufficient materials being provided. Older and more able pupils can benefit from a role play approach e.g. being presented with a scenario to consider, e.g. a family event has been planned but you then receive an invitation to your friend's birthday party. Lansbury Bridge School has shown its ability to target and develop areas of practice to a high standard and the review team are confident that they will be very effective in developing this area of practice.</p>
<p>E12 / E14 Sensory Experiences</p> <p>The team recognise the work that has been done to establish the Sensory Integration Base (SIB) and consider that the next step is to further embed and monitor sensory practice across the school, ensuring all staff fully understand their role in supporting sensory integration. In addition to produce a Sensory Policy to support and explain the sensory integration practice in the school.</p>	<p>The school has developed its understanding of sensory processing differences which will enable it to employ and monitor a range of personalised tools and activities to meet the sensory integration needs of individuals. The newly developed SIB is a large and very well resourced facility and is currently being used effectively. This further development will support pupils in developing the skills needed to recognise and regulate their sensory issues across their school day and in all environments impacting positively on their behaviour management and ability to access learning.</p>

Specific areas of strength	Reasoning
<p>U2 / U5 Social Communication, Self-Reliance and Problem Solving</p> <p>Many lessons observed showed clear planning and high levels of structure in their delivery. Resources were carefully chosen and appropriately differentiated. As a result the quality of teaching was very high and pupils remained on task, making progress and showing enjoyment in their learning.</p>	<p>Content and learning outcomes were clear on planning, the inclusion of key vocabulary and directions for support staff are seen as good practice. Many rooms had clearly defined and labelled areas for different activities, some were colour coded or related to individual schedules. Pupils appeared to be completely familiar with the structures and routines of their classrooms and this resulted in a calm working atmosphere where lessons progressed at a good pace not hindered by behavioural demands.</p>
<p>E11 / E12 Sensory Experiences</p> <p>The Sensory Integration Base which has recently been</p>	<p>The exceptionally well resourced Sensory Integration Base provides pupils with access to a</p>

<p>established at the school by the Sensory Integration co-ordinator is considered a potential strength of the school.</p>	<p>range of sensory integration resources and experiences in a structured environment. Regular sessions are timetabled and pupils attend with a high staffing level to support their activities. At times pupils are able to explore and staff observe their responses which help inform individual sensory programmes (see development). The Sensory Integration Co-ordinator has developed considerable expertise in this area and has disseminated this to staff and parents.</p>
<p>C14 / C21 Commitment and Consultation</p> <p>The quality of training for staff in all areas of practice and particularly in communication and sensory integration is considered a potential strength of the school.</p>	<p>The school employs a Speech and Language Therapist who monitors communication practice across the school and delivers training to both staff and parents. She is qualified to deliver ELKLAN training and runs courses for staff both at Lansbury Bridge School and other schools.</p> <p>The Sensory Integration Co-ordinator has developed an extensive knowledge of sensory processing differences in people with ASC. She has written and delivered training packages for staff and parents.</p> <p>These are two examples of the high quality training that was seen to impact on the quality of provision at Lansbury Bridge School. In addition a thorough approach to induction training which includes autism awareness and an understanding of positive behaviour practice is evident.</p>
<p>U1 / U2 / U3 Differences in Social Communication</p> <p>The review team consider the work conducted by the communication team lead by the SALT and supported by the communication champions to be excellent and effective practice.</p>	<p>Communication practice at Lansbury Bridge School is well established. The school has employed its own Speech and Language Therapist which has had a great impact on communication support for pupils. The SALT has developed a team of staff who have a particular focus on communication and this ensures that progress and issues are closely observed and that staff are familiar with suitable strategies to address problems or to move pupils to their next level.</p> <p>The SALT plays a significant role in training staff and is able to offer courses such as ELKLAN on a rolling programme.</p> <p>The team observed PECS to be more established than is often seen in special schools with its use being beyond the classroom and beyond requesting for food or favoured items.</p>
<p>C26 / C30 Commitment and Consultation -</p>	<p>During the review the team were able to read a number of case studies which reported the work</p>

<p>Partnership</p> <p>The excellent practice delivered by the Family Liaison Officers is viewed as a potential strength of the school.</p>	<p>of the Family Liaison Officers. These showed the approach used, openness, home visits, sharing of information, coffee mornings, home visits and the development and review of strategies to support and overcome difficult situations. However they do not fully describe the breadth of knowledge and experience and ability to build appropriate connections with families these members of staff possess and which clearly ensures very positive outcomes for pupils and their families. The school are very proud of the quality of support they now feel they are able to give their families and even in times of restricted budgets are willing to ensure that this work is sustained. The review team consider families at Lansbury Bridge to be well supported.</p>
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PROGRESS MADE TOWARDS PREVIOUS RECOMMENDATIONS

Recommendation	Action taken to address recommendation
<p>Core Standard 7: Assessment, Reporting and Recording</p> <p>The school should explore a more autism-specific assessment tool to enable small steps of progress to be recorded.</p>	<p>Following some research the school has decided to adopt aspects of the SCERTS approach and tool for assessment. Several staff, including the Speech and Language Therapist, have attended training, and the use of SCERTS has been studied by one teacher undertaking an MEd. Some basic training has been shared with the Communication Champions in school. Staff have also visited a school where SCERTS materials are routinely used. Currently a SCERTS trial is being conducted in 3 classes and is also being used with pupils whose progress appears to be limited.</p> <p>Progress for these groups of young people is being closely monitored and it is intended to extend the programme to further classes during the current academic year. The school reports positive outcomes from the introduction of SCERTS in terms of detailed understanding of pupils levels and progress within those areas of development that are particularly affected by autism.</p> <p>The review team consider this recommendation to be fully met.</p>
<p>Core Standard 15: Family and Support Links</p>	<p>Two years ago the school appointed two Family Liaison Officers, one for Primary and one for Secondary these members of staff have really taken on</p>

<p>From the detail within the report, the panel recommend that the school should review how it provides support, guidance and training to family members.</p>	<p>board the recommendations of the last review and developed some excellent practice since this time and should be congratulated for the extent of this work. The role includes being part of the safeguarding team, signposting parents to support services, organising workshops and coffee afternoons, home visits, 'a listening ear' through informal chats or planned appointments. The Family Liaison Officers have worked hard on building relationships with families and this shows in the feedback they've received. The team feel this is now a strength within the school and has made a positive difference to both parents and pupils.</p> <p>The review team consider this recommendation to be fully met.</p>
<p>Specialist Standard 3: Teaching/Learning - Session Content The panel wish to support the further development of the creative use of iPad technology to enhance Teaching and learning across the school.</p>	<p>The use of iPad technology has considerably increased since the previous review. This development has been supported through the delivery of whole school training and is monitored by the very effective communication team who work closely with the Speech and Language Therapist (SALT).</p> <p>Several young people were observed to use iPads very routinely during lessons. In one lesson a student was able to take an active part in a Music lesson through using his iPad another was able to construct full sentences to request items at snack time. Others in the class were requesting through PECS but it was reported that this student had successfully moved on to using his iPad which was much quicker and easier for him to use. He enjoyed using an iPad in his leisure time and so had one for this purpose and a different one for communication and this helped him to understand this purpose.</p> <p>Where it has been felt to be useful teachers have had the opportunity to observe each other in how iPads can be used in the classroom. iPads were seen to be used effectively to support learning in several observations, e.g. answering questions in a basic skills lesson.</p> <p>The review team consider this recommendation to be fully met.</p>
<p>Specialist Standard 10: Well-Being – Promoting Independence The school should review and develop the delivery of sex and relationship education for older pupils. In addition, the school</p>	<p>The school's PHSE Coordinator has developed a programme of sex and relationship education for secondary pupils following attendance on some external training. She has consulted with other schools and collected and</p>

<p>should review how it supports pupils with their understanding of their autism.</p>	<p>produced a wide range of resources to support this teaching. These include symbols, body boards, anatomically correct dolls, etc. Information is given to parents prior to the teaching and the booklet the pupils work with is also sent home so that parents have a clear understanding of what is being addressed. Parents are invited into school for a meeting where plans are shared and questions can be answered. The school nurse is involved with some of the sessions delivered.</p> <p>Teaching sessions are in gender specific groups and supported by class support staff who know the pupils well. For those pupils who are less able teaching begins with understanding of personal hygiene and privacy.</p> <p>Following on from the group sessions individual drop in opportunities are offered so that pupils with individual questions or concerns can raise these.</p> <p>Where felt to be necessary Social Stories are produced and implemented to support pupil's understanding and development of appropriate behaviour.</p> <p>Within teaching sessions correct and specific language is taught and used rather than euphemisms or colloquial terms in order to avoid misunderstandings and support pupils to communicate their meaning clearly and understand terms that might be used by other people such as medical staff in the future.</p> <p>Education towards developing understanding of Sex and Relationships starts in the primary department, e.g. working with pupils to be able to make a choice and express this clearly and developing an understanding of what privacy means.</p> <p>Secondary pupils take part in some group work which looks at understanding what it means to have autism. Individual sessions are also offered around this subject matter.</p> <p>The review team consider this recommendation to be fully met.</p>

FAMILY QUESTIONNAIRE SCORES

SCORES					
Number of Questionnaires sent out (information provided by the service):					116
Number of Questionnaires returned:					33
Number of sections not scored (figures only reflect sections scored):					0
	VERY UNHAPPY	UNHAPPY	SATISFIED	HAPPY	VERY HAPPY
Contact	1	2	5	7	18
Support	2	4	2	3	22
Advice	1	4	4	6	18
Involvement	1	3	7	5	17
TOTALS	5	13	18	21	75
PERCENTAGES	4%	10%	13%	16%	57%

OBSERVATION SCORES

The responses received graded 73% of the scores as 'happy' or 'very happy'. This is a positive outcome and reflects the quality of the school's work with its families which have been a considerable focus of development since the previous review.

A selection of comments is given below:

Communication:

- Daily communication via my son's daily diary and letters.
- Staff are always more than happy to chat with me when I call the school. I am never made to feel that any query is too small or insignificant regarding my child.
- We receive regular information from the school and the class teacher.
- We have a communication book that is written in every day. Also we are free to ring class at any time.
- The home-school diary is fantastic.
- I am kept well-informed of progress and given useful strategies to use at home.
- When my child was off school ill he TA phoned to ask how she was, this was a lovely thing to do. They were really worried about my child.
- I wouldn't change a thing about Lansbury School.
- Not enough space in the communication book.

Support:

- Excellent both in terms of approach and strategies used always willing to adapt or try new things.
- Currently my son is displaying quite difficult behavioural traits, advice I have been given is good but I could really do with more support, but difficult to know in what form.
- My son has already made progress in the few months that he has been at Lansbury, he is always happy to go to school and thanks to the staff's 'taster sessions' he is now willing to try new foods!
- Good support, help with communication and routines but gradually introduce procedures to promote independence.
- Any concerns about my child are discussed as they arise.
- My child loves going to school.
- Brilliant school and my son loves it.

Advice:

- We are kept up to date and always informed of our child's needs, and are given ways and ideas to help support what they're doing in school at home.
- We are happy, bigger things are discussed outside of the home-school book and IEP set and reviewed before sign off.
- Issues are always addressed.
- Recently they have been amazing.

Involvement:

- We are more than happy with the school and everything they are doing for our child.
- Extremely well, will send things home for us to also work on in the home environment.
- I feel they take on board any ideas or worries I have and help overcome them with my son in school.
- Daily home-school diary, online pictures and updates of my child's daily life are invaluable to us as a family as my child is non-verbal and unable to discuss his day.

Topic	Not Met	Partially Met	Majority Met	Fully Met
Differences in social communication	0	2	6	17
Self-reliance and problem solving	0	2	11	12
Sensory Experiences	0	1	12	12
Emotional well-being	0	0	11	14
TOTAL	0	5	40	55
PERCENTAGE	0	5	40	55

FINDINGS FROM OBSERVATIONS

Topic	Comments
Differences in social communication	<p>Throughout the review staff regularly demonstrated a strong understanding of the communication differences experienced by those with autism, within this they were clear about the difference between expressive and receptive communication, the need for processing time, visual processing and individuals' preferred methods of communication.</p> <p>The review team consider the communication team lead by the Speech and Language Therapist (SALT) and the identification of an assistant in each class to be a communication champion to be outstanding practice. The SALT has put together an excellent training package for the staff team; this includes training on a larger scale for the full staff team, induction training for new starters, 10 week courses run throughout the year for staff and parents to attend and also training for the communication champions.</p> <p>The SALT personalises training for each pupil. The SALT and a communication champion, who knows the pupil well, were observed by the review team in the SIB supporting a pupil to use their new iPad software after assessing their needs it was decided they were ready for the next stage. The pupil appeared to enjoy and understand the equipment.</p> <p>The review team observed staff using strategies other than verbal communication to support the pupil who were experiencing communication challenges i.e. using Makaton, PECS, iPads with proloquo2go software and other objects of reference to support the pupils, however there were some inconsistencies, for example in the use of Makaton which was more evident in some classes than in others. The review team feel that to ensure that practice is consistent and effective more regular training is needed in Makaton.</p> <p>In most classrooms the review team observed excellent visual supports and PECS resources used, for example in the SIB PECS was used to support the pupils in making choices of what activities they would like to take part in and how it made them feel... 'happy', 'sad' etc., in one classroom the teacher laminated the keywords of the learning outcome (pictures and words) so the pupils could keep referring to these throughout the lesson, this appeared to improve focused attention and enable pupils to have a better understanding of what was being asked of them. The review team suggest that the excellent practice that was observed in many classes is regularly shared with less experienced staff.</p> <p>Visual support systems were seen across the school environment rather than being restricted to the classroom. The review team observed pupils to communicate using PECS whilst in the playground to indicate which activity they would like to take part in, in the dining hall, as well as in the swimming pool and sports hall.</p> <p>The review team concluded that staff at all levels were very knowledgeable about their pupils and this was evident when observing an Intensive Interaction approach which was used fairly frequently and appropriately and in the general manner</p>

	<p>that staff adopted when supporting pupils to maintain a calm and alert state for learning.</p> <p>The review team scrutinised a selection of Social Stories which had been produced to support pupils' appropriate behaviour.</p> <p>The review team feel that communication difficulties are well understood by staff at Lansbury Bridge and that practice is carefully monitored and developed by the effective team that is focused on communication.</p>
Self-reliance and problem solving	<p>Staff at Lansbury Bridge School display a good understanding of the benefit to pupils of being able to anticipate the events of the day and how timetables can be used. The team saw: group timetables, some of which pupils assembled themselves, individual timetables which used symbols, photographs, and objects of reference. In classes for pupils of higher ability text is used. In some lessons the activities within the lesson were on a timetable and pupils removed symbols as they completed tasks and could see their progress. Shorter schedules are used for pupils with high needs, e.g. Now / Next boards. In some lessons it was felt that further use of visual supports would have benefitted pupils understanding and opportunities to be independent. In some cases symbols were not removed or referred to. However in the majority of lessons there was very good visual clarity and the review team would encourage the school to ensure that this excellent practice is shared with all staff.</p> <p>Lansbury Bridge is a very large school with over 220 pupils arriving each morning. The school manages smooth arrivals by using several different entrances with staff ready to greet and support the young people. The whole school site is large and access for minibuses and taxis to park and turn around is good which prevents congestion and confusion. Some pupils are able to walk to their classrooms independently and a few travel to school independently.</p> <p>During Year 11 pupils are able to experience a residential stay at an activity centre; success at this stage begins from the first steps of independence in the Early Years Department and continually develops through outings into the community as the pupils progress. Outings become longer and further afield and a focus on important skills for independent life feature heavily.</p> <p>In one Maths lesson a student was finding an addition problem difficult he independently found a small whiteboard on which to write down and work out his answer using an unconventional method, he was praised for his approach which showed independent problem solving skills. Through discussion with senior staff during the review it was evident that the value of creating problem solving opportunities for pupils is well understood although only a small number of these were seen in observations. The review team felt that training in this area could be revisited and staff who regularly address this work could share their practice. Together staff could collect together examples of how problem solving can be addressed</p>

	<p>and produce a document detailing these, examples might include, asking pupils which resources they need for a task, offering resources with something missing or extra, deliberately running out of time for an activity or pupils organising their own snack time. With older or more able pupils scenarios could be discussed or used for role play.</p> <p>After school clubs allow pupils to experience different activities alongside a different group of their peers. Music, Sport and Sensory Clubs all run and are separated for primary and secondary ages.</p> <p>The school has plans in place for the development of the playground areas. Choices of equipment have been considered and are now displayed for pupils to see. This development will support pupils to make choices during unstructured times as well as supporting the development of physical and social skills.</p> <p>Choice was seen to be a regular motivator in many classrooms but was managed in a structured way so that it was proportionate to more directed learning activities.</p>
<p>Sensory Experiences</p>	<p>Promoting understanding of sensory needs is given high priority at Lansbury Bridge School and the school has produced some training documents for staff, parents and outreach for other schools. All staff have received training and sensory assessments are carried out and individual sensory profiles compiled which detail individual sensory needs and sensory diets to address these needs. The school has recently developed a Sensory Integration Base (SIB), a large room has been allocated and is able to offer a range of activities in demarked areas. Class groups access this facility allowing the opportunity to assess which activities and equipment will support each pupil. The Sensory Integration Co-ordinator runs this resource and suggests equipment and activities to staff and parents as well as producing training programmes for staff, outreach to other schools and parents. Pupils are able to go to the SIB at any time if they are experiencing sensory overload and are encouraged to recognise and communicate this need. The Alert Programme is used within the school in order to support pupils to begin to understand what they need to do in order to maintain a calm and alert state to support their learning and interaction.</p> <p>The team saw a range of resources available to pupils in classrooms, for example: 'chewies', ear defenders, special cushions, exercise balls, Buzy Legs. Staff understand that autistic pupils can experience sensory overload and discomfort and employ a range of strategies and equipment according to individual needs and preferences. The aim is for pupils to learn to recognise which activities and resources help them to self-regulate their sensory needs and be 'happy and calm'. Pupils were observed being offered choice boards of activities and then given the opportunity to say whether they felt 'happy' or 'sad' immediately after using the equipment or doing the activity so that they begin to identify activities and resources from which they benefit. Sensory targets are set for staff to support the implementation of sensory diets. Staff are given information in the form of a 'Sensory Smart Classroom' checklist. Some pupils take part in running a 'Daily Mile'</p>

	<p>first thing each morning.</p> <p>There were some examples of personalisation observed by the team: use of trampet during circle time for pupil to sit on and be part of the circle; weighted bean bags; rocking horse; 'punch man' in a side room. However the team felt that further personalisation in the form of sensory diets needs to be embedded in daily practice to further support the sensory integration needs of the pupils. (See development)</p> <p>Some classrooms are good examples of a structured low arousal environment whilst one or two were considered by the team to be more visually cluttered and inconsistent with a low arousal environment. Many classrooms included a 'sensory station' and work stations for independent work. Staff generally used low voices with minimal language. Some classes incorporate sensory and relaxation sessions into the timetable. One class were observed having a sensory session using 'crazy foam' after a maths lesson to provide them with some 'downtime' and opportunity to regulate their sensory needs before moving on to the next lesson. The school has extensive outside secure areas which can be used by pupils as part of their sensory diet as well as providing facilities for break times and sports activities. The school has a swimming pool which as well as swimming lessons is used to offer a sensory swimming session as part of the after school programme. The SIB is also offered as an after school session.</p>
Emotional Well-being	<p>Staff are highly motivated to meet the needs of pupils and seek to understand what is causing a young person to behave in a certain way. They know the children well and use their knowledge of the child's interests and preferences to motivate and reward. The school considers that all behaviour communicates a purpose and that it is the responsibility of staff to work towards understanding what the purpose and functionality of that behaviour is in order to provide an appropriate response. The school aims to promote independence in behaviour by encouraging self-control and self-discipline. Social Stories are used to support young people to develop their understanding of situations they are finding difficult.</p> <p>Targets for developing self-control in behaviour are set at Annual Reviews and are incorporated into IEPs. Rewards, consequences and behaviour management programmes are used as appropriate for each pupil. Classrooms display pupil information that can be readily accessed by staff e.g. 'I attend and learn best when.....'; BMPs; IEPs; Learning Profiles, Sensory profiles.</p>

The school has developed its Behaviour Management Plans (BMP) for the pupils whose anxiety sometimes escalates to the point where physical intervention is required. A six stage plan now includes details of how a pupil presents when settled and calm, when this happens and what in terms of environment is required to maintain a calm state. The BMP details how each child presents at each stage of a crisis and how the staff can respond to support the pupil and help prevent escalation to the next stage. This focus on understanding the environment, activity and support that is in place when a pupil is settled is seen as a very positive and proactive approach. Since the BMPs have included identification of what a pupil requires to maintain a calm state, incidences of physical intervention have reduced. When pupils with limited understanding have been subject to physical intervention, the staff try to engage them in an activity they positively enjoy before they leave to go home.

The school offers an extensive enrichment programme which includes after school clubs for both primary and secondary pupils (one day each) and a range of activities are included. External coaches run sessions at the school in football, dance and Zumba for primary and secondary pupils on a rotational basis and pupils access trampolining at a nearby school. Other opportunities include horticulture, Bikeability, music and singing leading to KS1 taking part in a music festival. The school is in its second year of the Children's University Programme in which pupils can gain credits for participation in extracurricular activities leading to an award which is presented at a graduation ceremony, with gowns, at a local university. The school also has a link with Edgehill University which involves students coming to school, taking over the curriculum to run a Health and Well-being week.

During the review a member of the team met with a small group (10 pupils) of pupils to allow them to talk about their school and to ask them about their experience. The school has a number of pupils who have moved from mainstream schools and these pupils in particular commented on how settled they were and how the school was able to support them and that their learning was benefitting. Others talked about how they had been helped to manage their more difficult behaviours and that they enjoyed being at school.

The review team consider the well-being and self-esteem of the pupils is enhanced by staff interactions, the environment and teaching methods employed by the school.

CONCLUSION

Lansbury Bridge School and Sports College provides excellent support and education to its pupils and their families. This work reflects the very positive 'can do' ethos of the staff. During the review the Deputy Head teacher had taken on the role of Acting Head on a temporary basis, however had the review team not been informed of this it would not have been evident as the school was running very smoothly and effectively. The school is very large and this has consequences for staff turnover, monitoring of practice and events such as assemblies and lunch. Systems and practices are very well established and where the increase in size of the school has raised complications then these have been very well addressed and improved. This was noted during the unplanned Fire Alarm which occurred during the review. The school is to be congratulated for the extent to which they have taken on and responded to the recommendations set at the previous review. Practice relating to these areas was considered by the team to now be of a high standard. Throughout the school a thorough understanding of autism was displayed by staff as they supported their pupils.