

Inspection of a good school: Lansbury Bridge School

Lansbury Avenue, Parr, St Helens, Merseyside WA9 1TB

Inspection dates:

21–22 January 2020

Outcome

Lansbury Bridge School continues to be a good school.

What is it like to attend this school?

This is a school where staff have high expectations for all pupils. The ambitious curriculum supports pupils to achieve well. Staff celebrate every small success that a pupil makes. This school certainly lives up to its motto that every pupil will 'learn, believe and shine'.

The vast majority of parents and carers are extremely happy with the progress that their children are making. They value the support and help that their children receive to reach their potential.

The strong, positive and warm relationships between pupils and staff are clearly visible for all to see. The smiles, laughter and communication between the staff and pupils showed us how happy, safe and comfortable pupils are in school.

Pupils behave well in school. The staff know the individual needs of every pupil extremely well. They make sure that pupils' sensory, physical, emotional and learning needs are met. This ensures that pupils settle in school and enjoy their learning. Staff are vigilant and respond quickly to any misunderstandings between pupils. The pupils that we spoke with told us that there is no bullying in school because pupils know how to be kind to one another. If bullying does happen, staff deal with it well.

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

At the heart of the school's curriculum is the education, health and care (EHC) plan of every pupil. Teachers use the pupils' personal learning targets to plan activities that will support every pupil to achieve the best possible outcomes. Pupils experience and enjoy the full range of national curriculum subjects. In the majority of subjects, teachers carefully consider what they want pupils to know and be able to do by the end of each topic. Leaders and teachers enrich the curriculum through cultural experiences including visits to museums, art galleries and local landmarks.

Pupils achieve well in a range of subjects. Pupils in key stage 3 are well prepared for their next steps in education. At the end of Year 9, the vast majority of pupils successfully move on to 14 to 19 specialist provision.

The curriculum plans across many subjects are not as well developed as they could be. It is not always clear to teachers what they should be teaching and when this should happen. Leaders are not always able to check that pupils are learning what has been planned.

Leaders have developed a strong culture of reading in the school. Teachers use phonics, along with stories, songs and rhyme, to develop pupils' reading skills. Pupils love their books and told us about the characters and plots in their books. All pupils have a basic skills lessons every morning where they practise their reading, writing and spelling skills. Pupils read to staff, and staff help pupils to use and remember letter sounds. Staff set reading targets for pupils and closely monitor their progress. Catch-up lessons are used for pupils who fall behind and need additional support.

Across all areas of the curriculum staff never miss an opportunity to support pupils' wider development. For example, pupils told us about voting for their junior leadership representative. They also talked about wearing odd socks during anti-bullying week to show, 'how we are all different'. The school celebrates the extra-curricular activities that pupils take part in. Pupils who have 30 hours of activities take part in a graduation ceremony at a local university.

Skilled and knowledgeable staff manage pupils' behaviour well. The sensory room is equipped with a range of resources, such as mini-trampolines, lights, soft play equipment and quiet areas. Classrooms also have similar resources for pupils to use. Staff help pupils to understand what particular sensory resources work for them so that they gradually learn to manage their own sensory needs. Group and one-to-one mentoring are used to support pupils' emotional needs. The consistent and well-structured routines in the school also help pupils to feel comfortable, settled and ready to learn.

The curriculum in the early years is ambitious, relevant and purposeful. Staff use the statutory framework for the early years foundation stage as well as working with parents to plan learning for each individual child. The environment promotes children's independence and creativity through play. Children adapt quickly to the well-planned routines, which help them to develop their confidence and trust in the adults around them. Most children achieve or exceed their learning targets.

Governors, staff and the local authority all agree the new leadership structure has improved the school. The collaboration between the two schools has opened opportunities for staff development, resources and support to be shared. Staff told us that leaders support their well-being as well as ensuring that their workload is manageable.

Parents are very positive about the school. Almost all of those who completed Ofsted's online questionnaire, Parent View, would recommend the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding in the school. Staff training is thorough and up to date. The high staff to pupil ratio allows staff to notice any small changes in pupils' behaviour that may indicate a cause for concern.

The safeguarding team is highly effective. They work quickly to refer to any external agencies if needed.

Parents value the family support workers. They work with families and pupils to support and provide help early so that barriers to education are removed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans are not well developed across many subject areas. This means that pupils are not able to build on their previous learning as well as they should. Leaders are not able to check if teachers are delivering what has been planned. Leaders need to ensure that all subjects are coherently planned and sequenced across the academic year to meet the different needs of all pupils.

Background

When we have judged a special school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Lansbury Bridge School to be good on 15–16 December 2015.

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 Ofsted Parent View information 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

Unique reference number	134865
Local authority	St Helens
Inspection number	10087936
Type of school	Special
School category	Community special
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair of governing body	Mrs Sandra Morris
Headteacher	Ruth Clarkson Warren Brooks (Executive Headteacher)
Website	www.lansburybridge.st-helens.sch.uk
Date of previous inspection	15–16 December 2015

Information about this school

- The school's leadership structure changed in June 2018. The school now has an executive headteacher who is also headteacher of another local special school. Lansbury Bridge has its own head of school, who is in school full time.
- The vast majority of pupils transition to 14 to 19 specialist provision at the end of Year 9.
- The school caters for pupils with specific learning difficulty, visual impairment, hearing impairment, speech, language and communication, autism spectrum disorder, social, emotional and mental health, multi-sensory impairment, physical disability, moderate learning difficulty, severe learning difficulty and profound and multiple learning difficulty.
- There is no use of any alternative provision.

Information about this inspection

- We held discussions with the executive headteacher, head of school, teachers, other members of staff and members of the governing body, including the chair. We also met with two members of the local authority. These discussions considered the quality of education, the wider experiences of pupils at the school, aspects of pupils' behaviour

and leadership and management. An inspector met with a parent and took account of parents' comments through Ofsted's online questionnaire, Parent View.

- In considering the quality of education, we concentrated on reading, English, history and geography in depth. We discussed the arrangements for the curriculum and teaching with the executive headteacher, head of school, middle leaders and subject teachers. We visited lessons and talked with pupils about what they had been learning. We looked at pupils' workbooks and evidence of learning in these subjects.
- We spoke to staff, governors and pupils about how the school keeps pupils safe. We examined the single central record of the checks undertaken to make sure that staff are suitable to work in school. We reviewed the school's safeguarding policy and looked at safeguarding records.
- We also spoke to pupils, a parent and staff about the wider curriculum, including the school's work to enhance pupils' spiritual, moral, social and cultural development.

Inspection team

Julie Bather, lead inspector

Ofsted Inspector

Dawn Farrent

Ofsted Inspector

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