

CfBT Inspection Services
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View
Skelmersdale
WN8 9TG

Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566937

Direct F 01695 729320

Direct email: jsimmons@cfbt.com



8 July 2015

Mrs Jane Grecic
Headteacher
Lansbury Bridge School
Lansbury Avenue
Parr
St Helens
Merseyside
WA9 1TB

Dear Mrs Grecic

Special measures monitoring inspection of Lansbury Bridge School

Following my visit with Dawn Platt, Her Majesty's Inspector, to your school on 6 and 7 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in December 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may appoint newly qualified teachers (NQTs) before the next monitoring inspection. The school may appoint up to a total of three NQTs with a maximum of one NQT to teach in any key stage.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for St Helens.

Yours sincerely

Drew Crawshaw
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2014

- Take urgent steps to secure pupils' safety across the school by making sure that:
 - all staff, including the designated safeguarding leaders, quickly receive up-to-date and appropriate safeguarding training and that this is maintained in the future
 - staff always respond quickly and thoroughly to any incidents impacting on pupils' safety and that the necessary actions are taken to minimise risk to pupils
 - the strategies used, including restraint, to support pupils who exhibit challenging behaviour are reviewed and revised to ensure that practices are safe and effective and respect pupils' rights
 - all staff follow the school's agreed approach to physical intervention
 - the policy and procedures for making sure that staff, volunteers, frequent visitors and governors are suitable to work in school take into account the particular vulnerabilities of pupils attending the school.
- Urgently improve the effectiveness of leadership and management, including governance, so that the school has the ability to improve quickly by:
 - strengthening the arrangements to measure and track pupils' attainment and progress accurately
 - making sure that leaders at all levels, including governors, develop their skills and knowledge of pupil progress information, so that they have an accurate view of how well pupils are learning and of the school's performance, including in comparison with similar pupils in other schools
 - further improving the rigour with which leaders and managers at all levels check the quality of teaching, including making sure that teachers' assessments of pupils' skills are accurate, and ensure that their actions aimed at improving teaching are effective, so that it improves quickly
 - ensuring that governors have the skills, knowledge and accurate information to hold senior leaders rigorously to account for improving: the quality of teaching and pupils' achievement; the effectiveness of the school's work to keep pupils safe; and the management of finances
 - making sure that the pupil premium is used effectively so disadvantaged pupils make at least good progress.
- Improve the quality of teaching, particularly across Key Stages 1 to 4 so that it is at least good, in order that all groups of pupils' achievement in communication, reading, writing and mathematics is good or better, by making sure that:
 - all pupils receive their entitlement to the required number of hours taught by a teacher each week in relation to their age

- a clear learning plan for timetabled daily activities is established so that learning time is not lost
- all teachers' assessments of what pupils know and can do are accurate and that this information is always used well to plan and provide activities that challenge pupils of all abilities to make good progress, especially the most able
- the quality of marking improves so that all pupils understand what they need to do to improve
- the teaching of basic communication skills is strengthened and all staff always use the communication strategy identified for individual pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management can be improved.

Report on the second monitoring inspection on 6 - 7 July 2015

Evidence

Inspectors observed the school's work, scrutinised a range of documents provided by the school and met with the headteacher along with the assistant headteachers. Inspectors also spoke with teachers, learning assistants, pupils, parents, governors and representatives of the local authority. Inspectors observed learning in several lessons and scrutinised pupils' work in order to evaluate their progress. Inspectors scrutinised the school's records relating to pupils' behaviour and safety along with the school's record of staff training in safeguarding and behaviour management. This inspection focused on the areas for improvement identified at the previous inspection in December 2014.

Context

The school has employed two teachers on temporary contracts in order to cover long-term absences, along with one teacher on a temporary contract to fill a vacancy. The school has also employed two learning assistants on temporary contracts to cover long-term absences. The school has employed a swimming instructor and a learning assistant on permanent contracts to fill vacancies.

Achievement of pupils at the school

The school's own records show signs of improvements in pupils' achievement. Leaders at all levels, teachers and learning assistants have been industrious since the last inspection. Leaders have focused meticulously on ensuring teachers' assessment of pupils' progress is accurate, for example by using a local authority advisor to check the validity of teachers' assessment of pupils' writing in Key Stage 1. Pupils' individual education plans (IEPs) are expertly linked to both pupils' academic outcomes and their personal development targets. As a result, most teachers' planning for lessons is matched closely to pupils' specific needs. Leaders' analysis of assessment data demonstrates an increase in the proportion of pupils making progress towards their IEP targets. This view is corroborated by evidence, in pupils' work books and learning journals, which demonstrates improvements in both writing and mathematics. Inspectors noted some good examples of pupils improving their work as a result of their teacher's written and verbal comments, for example, by adding capital letters and full stops to sentences.

Very little time for learning is lost due to planned interruptions during lessons. In lessons observed by inspectors, pupils who required personal care were taken to, and cared for in, an appropriate room with a minimum of fuss and the utmost dignity. Teachers and learning assistants also use their thorough understanding of the specific needs and abilities of pupils to ensure time is not wasted as pupils move from one learning activity to another. For example, in one lesson a pupil made strong progress in developing her self-reliance, because adults did not shy away

from encouraging her to move around the room on her own. A decent rate of progress is maintained throughout the lesson because these aspects of each lesson are well planned by teachers and learning assistants.

The quality of teaching

The quality of teaching has improved since the last inspection. Leaders' own records show that inadequate teaching has been eradicated. This view is echoed in reports provided by the external consultant following his visits to the school. Inspectors' observations during the inspection agree that only a small amount of teaching is less than good.

All pupils receive their entitlement to an appropriate number of hours taught by a teacher each week. Pupils begin their learning from the moment they get off their transport because no opportunity is missed, by adults, to ensure pupils use their communication and social skills effectively. Adults are excellent role models because they use the preferred communication method for each pupil particularly well. Consequently, pupils are positively beaming and eager to learn as they are escorted into school and to their classrooms.

Adults' understanding of communication strategies, identified for individual pupils, is used effectively across the school. For example, in one class at snack time, adults used strategies including verbal communication, signing and tablet computers to ensure all pupils were included in social activities. In this instance, adults' expectations were high; all the pupils were encouraged to communicate their own choices about which food they ate at snack time, as a result, progress was strong.

Teachers' assessment of pupils' progress is accurate. Leaders have ensured that teachers' records are shared with colleagues across the school so they can pinpoint precisely each pupil's starting point. Teachers, on the whole, plan lessons effectively because activities are generally matched well to the specific needs of pupils. However, inspectors observed some teaching where the most able and least able pupils were not challenged appropriately to do their best throughout the lesson. On a small number of occasions, the tasks set for pupils, who were working independently, did not provide an appropriate level of stimulation, therefore, the progress of these pupils slowed momentarily.

Behaviour and safety of pupils

Strong relationships between pupils and adults ensure pupils, in all areas of the school, are polite, well mannered and responsive. Inspectors observed pupils frequently taking responsibility for their own behaviour, for example, when delivering registers to the school office. Inspectors also observed lessons beginning promptly because pupils moved quickly, in many cases unaided or unsupervised, back to their

class following playtime and lunchtime. The behaviour of pupils is a strength of the school and contributes significantly to the rapid progress many of them now make.

Measures taken to improve the safety of pupils within the school have been strengthened further by leaders. All staff have been appropriately trained in areas such as the safeguarding of children and suitable behaviour management strategies. The systems to record serious incidents, including when a pupil has been held by an adult, are detailed and systematic. Adults spoken to by inspectors agreed that their training, along with the support they receive from leaders in how to manage challenging behaviour, is useful. The school's own records show that leaders' actions have been successful in reducing the frequency of serious incidents, compared with before the previous inspection.

The school's single central record is an example of good practice. The checks carried out on all adults working at the school are recorded clearly and methodically. Where appropriate, the school has made effective use of the local authority's risk assessment procedure to ensure pupils can benefit safely from the support of adults who are in the process of being vetted.

The quality of leadership in and management of the school

The robust links with the local authority along with the input from an experienced external consultant have been used well by leaders to strengthen the arrangements to measure and track pupils' achievement. Leaders' use of two commercial assessment tools, along with their observation of learning in lessons, their scrutiny of pupils' work and a series of pupil progress meetings with teachers, mean that leaders have a solid understanding of pupils' starting points.

Following the review of governance, the governing body has been strengthened further. A national leader of governance has been co-opted on to the governing body while an additional local school leader, with experience in data analysis, is in the process of being formally accepted on to the governing body. The governing body has established an effective committee structure. Minutes of the first meetings of the committees show that governors have wasted no time in requesting, from leaders, specific information so that they are well placed to judge for themselves standards across the school.

Leaders have commissioned a national leader of education to lead the school's review of its spending of the pupil premium funding (additional government funding). Although the review is yet to take place, leaders have already planned to ensure that the pupil premium is spent on the specific needs of those pupils identified as being in receipt of the funding. Leaders have made links with a similar outstanding school in order to share good practice in the effective use of pupil premium funding. Leaders' understanding of the specific needs of those pupils

eligible for support, along with the gaps in their learning is more precise than it was before the inspection, due to the improvements in assessment.

There are currently no plans to convert the school to an academy. School leaders, governors and the local authority agree that the number one priority is to secure improvements in the school by using effectively the network of support already established.

External support

Leaders have worked effectively with the local authority since the last inspection and have made significant progress in raising standards across the school. Leaders have used a plethora of external expertise to provide support, guidance and challenge. The local authority school improvement board has worked closely with school leaders to ensure planned changes to strengthen the school remain on track. The school improvement board reports frequently to parents about the school's progress towards the removal of special measures.