

Inspection of Laneshaw Bridge Primary

Laneshaw Bridge Primary School, Emmott Lane, Laneshaw Bridge, Colne, Lancashire
BB8 7JE

Inspection dates: 7 and 8 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005.

The headteacher of this school is Gaynor Canty. This school is part of The Pennine Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Tarbox, and overseen by a board of trustees, chaired by Marie Burnham.

Ofsted has not previously inspected Laneshaw Bridge Primary under section 5 of the Education Act 2005. However, Ofsted previously judged Laneshaw Bridge Primary to be outstanding, before it opened as Laneshaw Bridge Primary as a result of conversion to academy status.

What is it like to attend this school?

Pupils embody the school values of ambition, respect and collaboration at this exceptional school. The school is highly ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils excel across the rich range of learning opportunities that the school provides. Many pupils, including those with SEND, achieve extremely well across the curriculum.

Pupils strive to meet the school's high expectations for behaviour. This begins from the moment children join the Reception Year. Pupils who need extra help to manage their emotions are ably supported by nurturing staff. Older pupils act as superb role models for their younger peers. Pupils behave impeccably, and their learning is rarely interrupted.

Pupils are happy at this school. They value that their thoughts and opinions are listened to and acted upon by the school. Pupils trust that staff will help them to resolve any concerns that they may have.

Pupils thrive in the wide range of leadership opportunities that are available. These range from caring for the school chickens to being members of the school parliament. Whatever role pupils take on, the school ensures that it helps pupils to understand how they can contribute to the greater good.

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

The curriculum is highly ambitious and enables all pupils, including those with SEND, to be extremely successful. Children in Reception benefit from an aspirational, meticulously designed curriculum. The early years staff are highly skilled in teaching the curriculum and in meeting the individual needs of children. Children in the early years are exceptionally well prepared for the demands of Year 1.

At all levels of leadership, both within the school and the trust, many members of staff are experts in their field. This expertise is used to ensure that teachers receive high-quality training, which enables them to teach the curriculum with considerable skill. The school has effective systems to identify the additional needs of pupils with SEND. Teachers successfully adapt access to the curriculum for these pupils.

Teachers design high-quality activities that connect new learning with what pupils already know and can do. Teachers promptly identify and address any gaps in pupils' knowledge. Over time, pupils develop a rich body of knowledge across the curriculum. By the end of Year 6, pupils, including those with SEND, have an exceptional level of knowledge that stands them in excellent stead for secondary school.

Reading sits at the heart of the school's curriculum. Older pupils understand that being well read is a gateway to new learning and a looking glass into the past. The school ensures that pupils access a broad range of books from across different

cultures. The love of reading that pupils develop begins in the Reception Year. These youngest children are immersed in the language of high-quality texts. Staff are highly skilled in supporting children in the early years to increase the range of words that they use as part of their learning and to communicate with others.

Well-trained staff deliver the phonics programme with confidence and consistency. Pupils quickly learn the sounds that letters represent. The school puts additional support in place promptly for those pupils who need it. This helps them to keep up with their peers. The books that pupils read are very well matched to the sounds that they have learned. This gets them off to a flying start.

Children in the early years are exceptionally well behaved. They follow well-established routines. Pupils across the school have a strong moral conviction to treat others in the same way that they would like to be treated themselves.

Pupils experience an extensive range of opportunities that enhance their personal development. The school ensures that pupils learn about the signs of healthy relationships. Pupils experience activities in school that bring British values to life. This enables them to develop a meaningful understanding of these values, such as democracy. Pupils have opportunities to develop their talents and interests through a broad range of clubs, including debating, drama, chess and cross country.

The trust is highly effective in how it evaluates the quality of education provided by the school. The trust is rigorous in monitoring and assessing how well the school operates at all levels. This informs ongoing strategic improvements. The local school committee has established systems and processes that support it in carrying out its duties well.

The trust and the school are considerate of staff's workload and well-being when making decisions about policies and procedures. Staff value being part of the school and appreciate the support that they receive to help them to deliver the curriculum exceptionally well.

Safeguarding

The arrangements for safeguarding are effective.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145817
Local authority	Lancashire
Inspection number	10211862
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Marie Burnham
CEO of the trust	John Tarbox
Headteacher	Gaynor Canty
Website	www.laneshawbridgeschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Laneshaw Bridge Primary converted to become an academy school in September 2018.
- The school is part of The Pennine Trust.
- Leaders do not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.

- The inspectors completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers, and looked at samples of pupils' work. The inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils reading to a familiar adult.
- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the local school committee, including the chair. He also spoke with the chair of the board of trustees, the chief executive officer and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- The inspectors spoke with some parents. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Jake Nicklin

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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