

# Lansbury Bridge School

## Inspection report

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<b>Unique Reference Number</b>	134865
<b>Local Authority</b>	St. Helens
<b>Inspection number</b>	341549
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	Linda Clare

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Val Stevenson
<b>Headteacher</b>	Mr R Brownlow
<b>Date of previous school inspection</b>	8 November 2006
<b>School address</b>	Lansbury Avenue Parr St Helens WA9 1TB
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff, groups of pupils, and partners from other organisations. They observed the school's work, and looked at a wide range of documents including data on pupils' progress, teachers' planning, curriculum documents, pupils' files, the school's self-evaluation, and 20 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of different groups of pupils and the extent to which all are able to enjoy and achieve
- the quality of pupils' personal development and their behaviour
- how well the school's curriculum meets the range of pupil needs and ensures equality of opportunity
- the effectiveness of systems for monitoring and evaluating the school's work and how the information gathered is used for improvement
- how well the school promotes community cohesion.

## Information about the school

Lansbury Bridge School is a special school providing education for pupils with moderate and severe learning difficulties, complex needs and those with an autistic spectrum disorder. The school has provision for a small number of children in the Early Years Foundation Stage. The school serves St Helens and the surrounding area. All pupils have a statement of special educational need and the majority are boys. Almost all pupils are of White British origin. There is a very small number of looked after pupils. The proportion of pupils entitled to free school meals is higher than the national average. The school provides extended services which include: Easter and summer play schemes, parent workshops and support for families, after-school clubs and an outreach service to mainstream schools to support pupils with cognitive and physical needs. The school achieved specialist sports college status in September 2006.

It holds the following awards: Basic Skills Quality Mark, Early Years Development and Childcare Partnership Quality Kite Mark, National Healthy Schools status, Careers and Resources Quality Marks, Special Schools Innovation Award, Activemark and Sportsmark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****1****The school's capacity for sustained improvement****1**

## Main findings

Lansbury Bridge provides an outstanding quality of education and care for its pupils. Parents hold the school in high regard and are very impressed with the total commitment given by all staff in creating a warm and welcoming environment in which their children flourish. They particularly value the encouragement and support their children receive. Each pupil is treated as an individual and relationships between pupils and staff are excellent. As a result, pupils make outstanding progress in their personal development. They are happy, confident and gain a great deal of enjoyment from all that the school has to offer.

Although standards are low due to the nature of pupils' special educational needs and/or disabilities, pupils make good or better progress in their learning from their individual starting points. Those joining the school later in their education often with an autistic spectrum disorder make particularly good, and sometimes outstanding progress. This is because good teaching and carefully managed individual support enables pupils to meet or exceed their targets. Children in the Early Years Foundation Stage settle quickly and make outstanding progress in fully integrated provision.

Communication skills develop particularly well as pupils move through the school because teachers use a wide range of approaches and provide constant encouragement for pupils to practise their skills. Consequently, by the time pupils leave school, they confidently share their views. In relation to their capabilities, pupils make an outstanding contribution to the life of the school and to the wider community, and eagerly take on responsibilities.

The school has good procedures for tracking and evaluating pupils' progress using a newly introduced assessment system. In a small number of classes, this system is not fully embedded and assessment information is not always used to inform planning. This limits the ability of pupils to build on existing knowledge and occasionally results in less challenge for more able pupils.

The curriculum is outstanding. The school successfully uses its specialist status to provide flexible and varied learning experiences and strengthen understanding of healthy lifestyles. The curriculum is exceptionally well served by the specialist teams providing expert guidance for pupils with autistic spectrum disorder. These strengths combine to create an impressive learning environment.

Pupils feel safe, secure and valued and have total confidence in the staff. As a result, pupils' behaviour is outstanding and they thoroughly enjoy lunchtime clubs, visits and residential experiences. Extensive links with other schools, with local businesses, college and the local community including Everton Football Club and St Helens Rugby Club help

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to make learning exciting.

The school's effectiveness is the result of strong leadership and management. The knowledge and skills of staff are promoted and fully exploited. This is illustrated by the very successful use of staff expertise to provide additional support for parents and for pupils with special educational needs and/or disabilities attending mainstream school. Purpose built accommodation and excellent resources contribute significantly to pupils' achievement and personal development. Senior managers have implemented a number of programmes which have raised the quality of education since the last inspection.

The school is accurate in its self-evaluation and the governing body provides a good level of support and challenge. Cooperative planning with its specialist sport links, multidisciplinary organisations and community partners provides impetus for innovation and further development. The school has an outstanding capacity to improve further and provides exceptionally good value for money.

### **What does the school need to do to improve further?**

- Monitor teaching and the use of assessment more closely to make sure that all pupils make even better progress in their lessons by consistently:
  - using data to inform planning and target-setting in all lessons
  - ensuring work set engages and challenges all pupils in all classes.

### **Outcomes for individuals and groups of pupils**

1

Pupils achieve well academically and make good progress from their starting points in literacy and numeracy as a result of good teaching. They also make exceptional gains in their personal, social and communication skills. Those with an autistic spectrum disorder make particularly good progress in learning to communicate in ways that suit them best. Pupils with multi-sensory impairment make excellent progress with advice from specialist teachers. In lessons, pupils learn to write simple sentences or communicate ideas through the use of symbols or Makaton signing. Pupils use information and communication technology (ICT) confidently and handle equipment safely in practical subjects.

Pupils are motivated by practical activities that are relevant to their age. They try new experiences and take part confidently in programmes which include physical activity. Older pupils achieve external accreditation in English, mathematics and science, with passes in GCSE, Entry Level and other nationally recognised unit accreditation awards commensurate to ability. They leave at the end of Year 11 and progress to the local college. Boys and girls make equally good progress regardless of their special educational needs or ethnicity while moving forward in steps of varying sizes. The small number of pupils in the care of the local authority make gains at or above the levels of others in their groups.

Parents say that their children love coming to school and this is evident in their enjoyment such as in the singing assembly where songs and action rhymes were

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greeted with spontaneous applause. Pupils learn about keeping safe in their personal, social and health education lessons. They say they feel safe in school and have no fear of bullying. Attendance is good. Pupils make good progress in their spiritual, moral, social and cultural development. They take responsibilities as register monitors, school council members and representatives of the school in the community or sporting activities with great pride. Links with Spain and local studies in Liverpool promote cultural awareness very effectively. Pupils make excellent progress in their personal and social skills and show positive attitudes and genuine care for each other.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The good progress that pupils make is a reflection of good teaching. Teachers and support staff work closely together and have a very good understanding of pupils' individual needs. Excellent relationships feature strongly and pupils contribute

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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confidently to lessons. In the best lessons, the pace is brisk with effective questioning and regular changes of task. Additional resources effectively support pupils' communication and a high level of sensitivity to pupils' feelings and needs is evident. Pupils evaluate their own learning when teachers remind them of what they were expected to learn and check on their success. Occasionally, teaching is less effective because work does not build successfully on pupils' knowledge and is not sufficiently challenging. Teachers use a good range of assessment strategies to record pupils' achievement including photographs, records of progress and samples of work. Targets are shared with pupils in most classes. The school is part of a national system which enables it to compare its performance with similar schools.

The curriculum is extremely carefully planned with pupils having individual timetables tailored specifically to their age and stage of development. A variety of practical, multi-sensory and investigative play experiences promote learning very effectively. Personal development is extended directly in personal, social and health education lessons and indirectly through the whole curriculum. Teaching assistants provide exceptional input in delivering this aspect of the curriculum. The wide range of after-school and lunchtime activities contributes significantly to pupils' achievement. Opportunities for accreditation are increasing with off-site courses, and effective programmes for enterprise and work-related learning give pupils insight into employment. These activities raise pupils' confidence and prepare them extremely well for the future.

The school provides excellent care, guidance and support in all areas of the school and uses its partnerships and the skills and expertise of its own staff to do this very effectively. This aspect is valued by parents, one of whom noted, 'Each child's needs are so very different, yet each child gets the best nurturing, care, attention and education', while another describes the attention received as 'unbelievable'. Excellent arrangements are in place to support families and signpost links to appropriate services. Effective procedures ensure that pupils settle well and also have good advice when choosing future destinations.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and other senior leaders provide outstanding direction and a clear vision which move the school forward very successfully. Teachers feel encouraged to

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extend their professional skills, and teamwork is especially strong. The school uses its specialist status effectively to establish a valued presence in the wider community by providing high quality resources and facilities, and in the extended community for supporting pupils with additional, physical and learning needs in mainstream schools.

At the centre of the school's success is its close partnership with parents. The school understands their needs and acts to support them, as in the recent extension of the Easter and summer play schemes. Safeguarding procedures, including risk assessments are good and there is a high level of trust in the school and its staff.

Self-evaluation is thorough and planning focuses on improving a small number of key aspects of the school's work to maximise its performance. Work with the local authority to raise staff skills in teaching pupils with an autistic spectrum disorder, and to achieve National Autistic Society accreditation, is a current focus area. The school tackles equality of opportunity very well and is proactive in ensuring that there is no discrimination in school.

The governing body is closely involved in school life and provides effective challenge. The school values all as individuals and through the curriculum and local and national links, plans carefully to promote community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>1</b>
	<b>2</b>
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Children in the Early Years Foundation Stage make outstanding progress from their starting points because their individual needs are exceptionally well met. Parental involvement in learning is valued. Very well organised daily routines and meticulous



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planning clearly reflect children's individual needs. Children show great enjoyment in lessons as a result of excellent relationships with key workers and stimulating multi-sensory activities. They quickly become independent and make choices using photographs and symbols. Rigorous assessments lead to highly skilled and sensitive interventions. Regular reviews ensure that needs are met and comprehensive annual reviews highlight the effectiveness of multi-agency partnerships. High priority is given to ensuring that children are safe and well cared for and risks are monitored carefully. The school has very good indoor and outdoor environments with adaptable resources. The curriculum is exciting and features specialist staff input and outings to the community. The outdoor curriculum is being developed to further enhance this outstanding provision. Leadership and management are outstanding. Robust safeguarding procedures, high quality documentation and excellent organisation are all securely in place. Self-evaluation is accurate and the school has achieved its goal of the Quality Kite Mark since the last inspection and is constantly improving its provision for these children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parents and carers are overwhelmingly positive about Lansbury Bridge School. The school maintains close contact with parents and actively includes their views in its development planning. Many questionnaires received during the inspection contained appreciative comments which recognise and value the high level of care and support provided by the school. The inspection evidence also supports this view as many learner outcomes were found to be outstanding and the school's partnership work with parents and carers is excellent.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lansbury Bridge School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	85	6	15	0	0	0	0
The school keeps my child safe	36	90	4	10	0	0	0	0
The school informs me about my child's progress	30	75	10	25	0	0	0	0
My child is making enough progress at this school	28	70	12	30	0	0	0	0
The teaching is good at this school	30	75	8	20	2	5	0	0
The school helps me to support my child's learning	28	70	12	30	0	0	0	0
The school helps my child to have a healthy lifestyle	32	80	8	20	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	72	10	26	0	0	0	0
The school meets my child's particular needs	34	85	6	15	0	0	0	0
The school deals effectively with unacceptable behaviour	30	77	8	21	0	0	0	0
The school takes account of my suggestions and concerns	28	70	12	30	0	0	0	0
The school is led and managed effectively	28	70	12	30	0	0	0	0
Overall, I am happy with my child's experience at this school	28	70	12	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Thank you for talking to me and my colleagues and for making us feel so welcome when we visited your school recently. We really enjoyed our visit and now I am writing to tell you what we found out.

Lansbury Bridge is an outstanding school and we could see why so many of your parents and carers are pleased with how much it helps you. All the teachers and other adults care about every one of you and look after you really well. Your personal development is a strength of the school and your behaviour is excellent. We were pleased to see how happy you are at school and we could see that you enjoy your lessons a lot – I think that the inspector enjoyed the singing assembly as much as you did. You are making good progress in your work. This is because the school provides you with some exciting lessons and the teaching is good. It was lovely to see that everyone is so pleased when you finish your work – and how many house points you had collected. Your school is outstanding because your headteacher and the other managers are very good leaders and they are always trying to make the school better for you.

I have asked your teachers to check regularly that you are doing your very best and that the work you get in lessons is always at the right level to help you learn more.

I am delighted that you have such an excellent school to go to and hope that you will help your teachers by trying hard and that you enjoy everything that you do there.

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