

Shadsworth Junior School

Inspection report

Unique Reference Number	119221
Local Authority	Blackburn with Darwen
Inspection number	367415
Inspection dates	21–22 June 2011
Reporting inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mrs J Gallagher
Headteacher	Mrs Jenny Hetherington
Date of previous school inspection	15 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons, observing 11 teachers and all classes. They also held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 42 parents and carers, 104 pupils and 16 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school is doing to raise attainment and achievement across the school.
- How challenging teaching is, especially for the more-able pupils.
- How well leaders and managers monitor the on-going progress of groups of pupils.

Information about the school

Most pupils in this smaller than average-sized junior school are of White British heritage. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average and increasing, and the number with a statement of special educational needs is above average and also increasing. There are two pupils in local authority care. The number of pupils known to be eligible for free school meals is well above average. The school has Healthy School and Eco School status, and both the Sportsmark and

Artsmark awards. The school operates its own breakfast provision. The current headteacher and deputy headteacher both took up post in 2009. The school underwent significant refurbishment and building work last year.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features and makes a considerable difference to the lives of the young people in its care. The overwhelming majority of parents and carers who responded to the inspection survey is highly supportive of its work.

Disruption caused by building work last year was managed well to minimise the impact on pupils' outcomes and on provision. The school is moving forward under the good leadership and management of the headteacher and staff. Overall, pupils make good progress throughout the school. Pupils with special educational needs and/or disabilities make good and in some cases, very good progress. Attainment on leaving the school in Year 6 is broadly average and improving, although the number of pupils gaining the higher grades remains below average. Given pupils' starting points this represents good achievement.

Teaching is predominately good, especially in science. The best lessons feature good use of assessment, the effective use of talented teaching assistants and interesting activities that are matched well to pupils' needs. Some teaching remains satisfactory, however, with weaknesses in developing pupils' speaking and listening skills, lack of challenge for the more-able, and the inconsistent use of assessment guidelines and marking to help pupils improve their work. The curriculum is good, especially in its support for pupils' personal development and in building their understanding of the wider world.

Pupils clearly enjoy their time in school, as demonstrated by their good involvement in its daily routines and within the local community. There is a delightfully warm, positive and purposeful atmosphere in the school, created by the outstanding care, guidance and support. This is helped by good partnership working with a wide range of organisations to meet the pupils' often complex needs. As a result, pupils feel exceptionally safe and well looked after. Leaders and managers, including the governing body, have a good understanding of the strengths and areas for development within the school through extensive self-evaluation. Some plans for future development lack a sharpness of focus, however, making the evaluation of their impact more difficult. Despite this, the school has a good understanding of what it needs to do to bring about improvement, for example, in raising attendance further. Since the last inspection, the leadership and management of teaching and learning have been improved and attainment levels maintained, despite an increase in the number of pupils with special educational needs and/or disabilities. Consequently, the school's capacity for sustained improvement is good.

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What does the school need to do to improve further?

- Further improve attainment and achievement in all areas of learning by ensuring that the quality of learning and progress is consistently good or better in lessons, by:
 - further developing pupils' speaking and listening skills, especially in lower Key Stage 2, so that they are all able to learn effectively from adults and each other in lessons
 - spread the good practice in the use of marking, assessment guidelines and target-setting evident in many English and mathematics lessons, across all classes and other subject areas, so that pupils have a clear idea of what they need to do to improve their work
 - providing sufficient challenge within all lessons and subject areas, especially for the more-able pupils.
- Further improve the quality of leadership and management by making some development plans clearer so that the evaluation of the impact of actions can be more accurate.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with basic skills that are below those typical for their age, especially in the area of language acquisition. Inspection evidence from lesson observation, work scrutiny and the school's assessment information show that a very large majority of pupils makes good progress. Learning is good in most lessons because of the good teaching that captures pupils' interests and makes them keen to learn. As a result, most pupils acquire new knowledge, develop their understanding and learn new skills well. Most pupils are eager to produce their best work and are enthusiastic about their learning. Past weaknesses in the performance of girls have been overcome, writing skills have been significantly improved and an overall dip in attainment last year has been removed. Learning and progress in science continues to be a strength because of the high quality provision in this area. All groups, including pupils with special educational needs and/or disabilities, those known to be eligible for free school meals and those in local authority care, make at least good progress. Some of the potentially most vulnerable pupils make accelerated progress, especially in Years 5 and 6, helped by the extensive range of specialist intervention programmes operated by the school. Higher attainment levels are not being attained in English and mathematics, however. Pupils' attainment on leaving Year 6 is broadly average and rising, with the vast majority on track to meet the challenging targets the school has set.

The overwhelming majority of pupils say they feel very safe in school because of the care it provides. Pupils also have a good understanding of what it means to lead a healthy lifestyle, reflecting the school's awards in this area. Behaviour is good and often excellent in the best lessons. Pupils make a good contribution to the daily running of the school, through the active school and eco-councils, and as trained buddies to support each other. Pupils' involvement in the local community is good, particularly through the performances of the school choir and contribution to the planning for a new high school. The promotion of pupils' wider understanding of the world through the curriculum, visits and visitors is successful. Pupils' spiritual, moral, social and cultural development is good. The school is developing its provision for information and communication technology (ICT) and pupils'

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skills in this area are broadly average. Pupils are prepared well in terms of their personal development for the next stage in their learning, but overall this area is satisfactory due to their average attendance and development of basic skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and use of assessment to support learning is good overall. There is some teaching that is no better than satisfactory. In the best lessons, teachers demonstrate good subject knowledge and use this and different teaching methods successfully to make learning interesting and relevant. The new assessment and tracking systems introduced recently are giving staff a clearer picture of the on-going progress of groups of pupils.

Strengths within the best lessons, seen particularly within literacy and numeracy, are the use made of assessment guidelines and good marking to help pupils understand how to improve their work. Some teachers also require pupils within these lessons to assess their own and others' work, both to celebrate good points and advise on how it could be improved further. This helps to build pupils' confidence and raise their expectations. Challenging but realistic target-setting are also used effectively in the best lessons and pupils' understanding of them is often good and helps them to make progress, especially those with special educational needs and/or disabilities. In the satisfactory lessons, these practices are not as well developed and pupils are not able to apply their basic skills in

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literacy, oracy and numeracy as effectively as they should. Such lessons lack sufficient pace and challenge, especially for the more-able and assessment and marking practices are not as secure. Pupils' speaking and listening skills are also promoted less well, so that they do not learn effectively from each other or adults in the class.

The good curriculum is planned carefully and is responsive to most pupils' needs. There is a clear focus upon the key areas of literacy and numeracy and the school has carried out major reviews of its provision for writing and mathematics recently that have made a good impact on pupils' learning. The teaching of Spanish contributes well to pupils' cultural development. Cross-curricular provision is good and being further developed through imaginative skills-based units of work, linked to themed weeks that celebrate different cultures around the world. Pupils say they find these particularly interesting and help their understanding of the diversity of the world. Good partnership working provides pupils with opportunities within the arts and sport that the school could not otherwise provide. There is a good range of clubs and additional activities. These contribute well to pupils' personal development and well-being and are enthusiastically supported by all groups of pupils.

The care, guidance and support provided by the school are outstanding, with practices to support pupils who may face challenging circumstances deeply embedded at all levels. Pupils have very high levels of confidence in the school's ability to look after and advise them effectively. Transition arrangements for pupils joining and leaving the school are very effective. There is an excellent programme to support pupils' emotional well-being, including a dedicated nurture room. The school works very well with a wide range of agencies to support pupils in their learning. Breakfast provision is highly effective in ensuring that many pupils have a healthy start to the day. The school provides a wide range of family learning opportunities, including adult workshops in helping to support reading, spelling and homework. Attendance has improved considerably over the last three years as a result of imaginative and vigorous actions by the school. Although attendance is average overall, past above-average levels of persistent absence have been all but eliminated. The school also ensures that learning missed through absence is recovered through targeted support sessions.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a clear vision for the school and is driving improvement forward with skill and determination. She communicates this ambition well to staff, the governing body, parents and carers. The disruption caused by the recent building programme has been managed very well and facilities for the school considerably enhanced. Over the last two

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years, assessment and tracking systems have been restructured and regular pupil progress meetings identify and target individual and group underachievement well. The use of challenging targets to raise attainment was judged to be satisfactory at the last inspection but is now good, as a result of extensive work undertaken by senior leaders to raise expectations. The role of subject leaders has also been significantly boosted and excellent training and support put in place for them. As a result, whilst some variability in practice remains, they know and support their areas well. Consequently, the school has a good understanding of its strengths and weaknesses through its extensive self-evaluation. The school recognises, however, that its broad-brush development planning, introduced by senior leaders when they arrived, now needs to be more sharply focused, with greater detail on what needs to be acted upon, thereby enabling more effective evaluation of impact.

The governing body has a good understanding of the school's performance and supports and challenges it well, especially through the links with specific classes and learning areas. The school works successfully with its partners to bring capacity to the school it would not otherwise have, for example, through its Family Wise link with families whose circumstances may make them vulnerable. Engagement with parents and carers is good, reflecting the school's high quality of care and guidance. The promotion of equal opportunities is good, with gaps in pupils' performance closing rapidly, although some variation in the quality of teaching remains. Discrimination is extremely rare and, when encountered, is dealt with very effectively. The school has carried out an extensive audit of its social, religious and ethnic context and has in place a good programme of planned actions to support community cohesion. This is good at school and local levels and international email links are being consolidated into stronger partnerships. Safeguarding is good. Procedures go beyond merely meeting requirements, with effective practice evident in site safety, multi-agency working and policy formulation and review.

These are the grades for leadership and management

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

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Views of parents and carers

Almost all parents and carers who returned the inspection questionnaire are very happy with all aspects of the school. They consider that the school provides a very safe and caring environment for their children and that it is led and managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shadsworth Junior 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	60	17	40	0	0	0	0
The school keeps my child safe	31	74	9	21	0	0	0	0
My school informs me about my child's progress	23	55	17	40	2	5	0	0
My child is making enough progress at this school	24	57	16	38	0	0	1	2
The teaching is good at this school	29	69	10	24	1	2	0	0
The school helps me to support my child's learning	26	62	15	36	1	2	0	0
The school helps my child to have a healthy lifestyle	22	52	20	48	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)	25	60	15	36	1	2	0	0
The school meets my child's particular needs	25	60	15	36	1	2	0	0
The school deals effectively with unacceptable behaviour	26	62	16	38	0	0	0	0
The school takes account of my suggestions and concerns	20	48	20	48	0	0	0	0
The school is led and managed effectively	25	60	16	38	0	0	0	0
Overall, I am happy with my child's experience at this school	30	71	11	26	1	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



23 June 2011

Dear Pupils

Inspection of Shadsworth Junior School, Blackburn BB1 2ET

Thank you for the warm welcome you gave the inspectors when we visited your school recently. You were very friendly and polite, and enthusiastic about what you do.

Shadsworth Junior is a good school. It has some outstanding features. You make good progress through the school as a result of the good teaching and the subjects that you cover in lessons. Those of you who find learning difficult also make good progress because of the excellent care, guidance and support provided by the school. Your behaviour is good and you are involved well in the daily life of the school and local community. Well done! You say you feel very safe and highly valued within the school and have a good understanding of what it means to lead a healthy lifestyle, helped by the many sporting opportunities provided through the school's good partnership working. Your attendance is only average, but improving rapidly.

We have asked the school to consider the following points that will help make it improve.

- Ensure that all your lessons are at least good.
- For those adults who run the school to be clearer about exactly what they want you to do better when they make their plans to improve the school.

You can help by telling your teachers the best way for you to learn and if your work is too hard or too easy. Also, make sure that you all come to school as often as possible. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead Inspector

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