

Lomeshaye Junior School

Norfolk Street, Nelson, Lancashire, BB9 7SY

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Standards in reading and mathematics are in line with national expectations.
- Teaching is consistently good and at times outstanding.
- Pupils have very good attitudes to their learning. Their behaviour and safety are good and pupils are extremely proud of their school.
- Attendance is now well above average.
- While the leadership and management skills of the headteacher are of an outstanding quality, the overall leadership and management of the school are good. Senior leaders ensure that the quality of teaching and pupils' achievement continue to improve.
- Leaders have developed very good systems for accurately tracking pupils' progress. As such, if extra support is needed, it is quickly provided.
- The governing body provides good support and challenge to the school.

It is not yet an outstanding school because

- There is not enough outstanding teaching to secure the very best progress at all times. On occasion, pupils are not given enough time to learn because they listen for too long.
- Achievement in writing is improving, but not as well as it is in reading and mathematics. Pupils do not consistently use their writing skills well across the curriculum.
- Marking is not consistently good in subjects other than English and mathematics.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons. Additional short visits to lessons were carried out to look at issues, such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments were scrutinised, including information that shows pupils' achievement in English and mathematics based on the school's tracking system.
- There were no responses to the online questionnaire (Parent View). However, inspectors scrutinised the school's parental questionnaire. The lead inspector also spoke to parents, including those who help in school (parent champions).
- Inspectors reviewed the inspection questionnaires completed and returned by staff.

Geoffrey Yates, Lead inspector

Additional Inspector

Elaine Maloney

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- This school is larger than an average-sized primary school.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Almost all pupils are from minority ethnic groups and speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has achieved many external awards, including the Investor in Pupils.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making better use of marking in subjects other than English and mathematics in order to provide guidance for improvement
 - ensuring pupils are consistently given plenty of challenging opportunities to use and apply their writing skills in subjects, such as history and science
 - ensuring teachers adapt those lessons in which pupils are not learning as well as they might in order to secure the best possible progress
 - making sure in all lessons that pupils are given enough time to complete the work that they are set.

Inspection judgements

The achievement of pupils is good

- The school has very good systems in place to assess pupils' attainment when they enter in Year 3. School data show that while there is some variation in the intake from year to year overall it is below that expected nationally. This judgement is confirmed by inspection evidence.
- Pupils make overall good progress because of good teaching and reach at least the standards expected in reading and mathematics by the time they leave. School data show that the more able pupils achieve well in mathematics and reading. While broadly average, pupils' attainment in writing is not as high as it is in reading and mathematics.
- Pupils achieve well in reading, read widely and often and enjoy fiction and non-fiction books. Pupils in Year 3 who had reading difficulties on entry to the school make good progress and use their phonic skills (the sounds letters make) well to work out what words say.
- Pupils achieve well in mathematics because they learn to calculate accurately and use these skills in other aspects of their learning.
- Over time, there have been gaps in attainment between boys and girls. School data currently shows that gaps have narrowed and are no longer significant.
- The very small number of disabled pupils and those with special educational needs now make good progress. This is because of a carefully chosen range of targeted support.
- Those pupils who are at an early stage of learning English as an additional language receive good support, including that provided by bilingual teachers and support staff. As a result, they make good progress and attain standards similar to other pupils.
- Pupils for whom the school receives the pupil premium make good progress. The attainment of pupils who were known to be eligible for free school meals in 2012 was below that of other pupils in the school in English and mathematics by about half a year. The school's records show that this is no longer the case and the gap in pupils' attainment is not significant.

The quality of teaching is good

- Good and at times outstanding teaching ensures that pupils make consistently good and occasionally outstanding progress. Teachers work very successfully to provide activities that make learning interesting. The emphasis given to using appropriate technical vocabulary, for example, the term 'inverse' in mathematics, is very effective, bearing in mind English is an additional language for most pupils.
- Teaching is not outstanding because, for example, not enough time is always given for pupils to finish the work they have been asked to do. Where teaching is outstanding, teachers recognise when pupils are not learning as well as they should and make changes to the lesson so that pupils' progress is rapid rather than good. When teaching is not as strong, such adaptations do not always happen.
- Teachers have very good relationships with pupils and expect them to achieve and behave well and, as a result, lessons run smoothly. The school's behaviour management plan is implemented effectively.
- Reading is taught well across the school. This is because teachers are skilled in helping pupils develop their reading skills and provide sufficient time in lessons for pupils to read. Pupils say they enjoy reading.
- Where teaching is strongest, teachers ensure that pupils have good opportunities to extend their writing skills. For example, in one class a focus on Greek mythology allowed pupils to develop their skills in sequential writing exceptionally well. Excellent attention was given to what words actually mean, for example, the meaning of 'petrified'. However, opportunities are missed in some classes for pupils to regularly develop their skills in subjects other than literacy.
- A good emphasis is placed on developing pupils' speaking and listening skills and this is helping

pupils become increasingly confident, particularly those who are in the process of acquiring English as an additional language.

- There is inconsistency in the quality of marking. Pupils' books are marked regularly and marking is usually of good quality in literacy and mathematics but not in other subjects, where it does not always offer pupils the next steps in learning.
- The good work of support staff is important in helping those pupils with special educational needs and those at an early stage of speaking English as an additional language, both in class and in small groups, to make good progress.

The behaviour and safety of pupils are good

- Pupils show a great pride in what they feel is 'their' school. They say they enjoy school with one pupil stating, 'We all get on well together here.' Behaviour in lessons and around the school is good and at times outstanding. Incidents of unacceptable behaviour are dealt with effectively.
- Pupils are very keen to achieve well. Pupils respond well to the opportunities provided for them to take on school responsibilities. These include being a member of the school council, being a member of the pupil management team, or taking part in environmental activities as an Eco warrior.
- Pupils are very polite and friendly and are willing to share their experiences about school. For example, they say they enjoy learning to play electronic keyboards and attending clubs provided by the school.
- Parents who completed the school's questionnaire were mostly confident that the school provides a safe environment and that pupils enjoy school and behave well. Records analysed and observations made during the inspection confirm their views are correct and indicate that behaviour over time is good overall.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. One child commented, 'Some things on the internet are not for us to look at.' Pupils have a good understanding of different types of bullying. Pupils are confident that should any ever occur, adults would deal with it firmly.
- Attendance at the time of the previous inspection was below average and is now well above average. The work done by the school's attendance officer has been highly effective in ensuring that all pupils attend regularly.

The leadership and management are good

- The inspirational leadership of the headteacher has resulted in the whole-school community being immensely proud of their school and its achievements. The school promotes equality of opportunity and tackles discrimination well, as shown by the narrowing of gaps between the attainment of different groups of pupils.
- The school's assessment systems provide accurate information. As a result the school has a correct view of itself.
- While the leadership team is relatively new, senior leaders have established a cohesive and determined approach that ensures all pupils are entitled to, and receive, the best learning opportunities possible. They have set a clear path for the school's continuing improvement. For example, improvements in the provision for reading and mathematics have raised pupils' attainment. While there is still work to be done with regard to raising standards in writing, the school is taking action to achieve this improvement.
- The curriculum provides excellent opportunities for pupils to learn a varied range of subjects. Provision for pupils' spiritual, moral, social and cultural development is strong. Pupils have a very good awareness of the importance of respecting others and of helping those less fortunate than them.

- Parents are very positive about the school and the work the school does with them is highly effective, covering such areas as further education, parenting skills, language acquisition and a range of other opportunities. For example, cookery classes are looked forward to by parents, and parents have been very involved in making resources to help pupils.
- Robust checks made on the school's work by senior leaders, linked to a well-planned programme of staff development, is well established. As a result, despite many changes of staff, the quality of teaching has improved and an increasing proportion is outstanding. The checks made on teaching and of the performance of teachers is of a high quality involving all senior leaders.
- The local authority regards the school as a good school and as such provides 'light touch' support. This includes being involved in the headteacher's performance-management reviews. A local authority officer has reviewed the school's assessments and regards them to be accurate.
- **The governance of the school:**
 - Governors are very supportive of the headteacher and staff, but at the same time question and challenge leaders about how well the school is doing. They know about the quality of teaching and pupils' achievements. Governors make sure that safeguarding policies and child-protection procedures fully meet statutory requirements. They are well informed about the management of teachers' performance, including that of the headteacher, and they review teachers' pay accordingly. They know what the school is doing to reward good teaching and if necessary to tackle underperformance. Governors are fully aware of the use of pupil premium funding and the results this funding produces.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119177
Local authority	Lancashire
Inspection number	411748

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	270
Appropriate authority	The governing body
Chair	Shelia Wicks
Headteacher	Angela Pleasants
Date of previous school inspection	13 January 2010
Telephone number	01282 612063
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