

Longshaw Community Infant School

Crosby Road, Blackburn, Lancashire, BB2 3NF

Inspection dates 24–25 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress in reading, writing and mathematics from their different starting points.
- Children get a good start to their learning in the Early Years Foundation Stage.
- Teaching is good across the school. Staff know pupils well and there are good relationships all round.
- Disadvantaged pupils, disabled pupils and those with special educational needs make good progress and achieve well, because work is planned to meet their needs and they receive high quality support.
- Pupils behave well. They enjoy coming to school and are keen to learn.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel very safe and are well cared for in school.
- School leaders, including governors, have a clear understanding of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and raise pupils' achievement since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is good.
- Parents are very supportive and appreciative of the school.

It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Sometimes pupils, including the most able, are not given work that is hard enough to challenge them to make the best possible progress.
- Achievement in writing is not as strong as in reading and mathematics.
- Opportunities for staff to share best practice within the school and to observe outstanding teaching in other schools are not yet fully effective.

Information about this inspection

- Inspectors observed teaching and learning in 18 lessons, or part-lessons. One lesson was observed jointly with the headteacher.
- Meetings were held with school leaders and with three governors, including the Chair of the Governing Body. Inspectors also met a representative of the local authority.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of ten responses to the online (Parent View) questionnaire, as well as 59 responses to the school's own questionnaire from July 2014. They also considered 19 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Full report

Information about this school

- This infant school is smaller than the average-sized primary school.
- Pupils are taught in 9 classes from the Reception Year to Year 2.
- A very large majority of pupils are from White British backgrounds and speak English as their first language.
- Almost 60% of pupils are known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and children looked after by the local authority). This is well-above-average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The headteacher took up post in April 2014 and the deputy headteacher joined the school in September 2014. The majority of the teaching staff are new to the school since the previous inspection.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise achievement, especially in writing and for the most-able pupils, by ensuring that:
 - expectations of what pupils can achieve are always high enough
 - work set is always hard enough so that pupils are challenged to make the best possible progress and reach the highest standards
 - the school's strong emphasis on improving pupils' speaking and listening skills is also applied to raising standards in writing
 - there are more opportunities for staff to share best practice within the school and to observe outstanding teaching in other schools.

Inspection judgements

The leadership and management are good

- Since taking up post the headteacher has provided very effective leadership. She has been supported well by the senior leadership team, middle leaders and governors.
- The leadership has been restructured, with middle leaders taking on more responsibility. This has created a highly effective and collaborative team and is having a positive effect on improving the quality of teaching and raising pupils' achievement.
- The school has effective systems for checking how well pupils are doing. School leaders at all levels make good use of information about pupils' progress and achievement. They have a clear and accurate view of how well the school is performing and where it could do better.
- The school improvement plan correctly identifies the key priorities for development, and is firmly focused on further improving teaching and raising pupils' achievement. For example, school leaders are aware that standards in writing are not as high as in reading and mathematics, and there are plans in place to address this.
- Senior leaders closely monitor the quality of teaching and learning, and middle leaders check and evaluate pupils' performance in their areas effectively. Any underachievement is quickly identified and addressed by providing pupils with extra help if they need it.
- For example, the school employs a specialist teacher for pupils who have particular problems with reading, and an extra class has been created in Year 1 to deal with particular issues related to literacy and numeracy. Consequently, all groups of pupils in the school are making good progress. This shows the school's commitment to providing equal opportunities for all.
- Information about the quality of teaching and pupils' progress is used to check how well teachers are performing and to identify where further support or training is needed. It is also used when making recommendations about teachers' pay.
- Teaching is consistently good, but it is not outstanding overall. Opportunities for staff to share best practice within the school and to observe outstanding teaching in other schools in order to strengthen the impact of their own teaching on pupils' learning are not yet fully effective.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. It is enriched by a good range of activities, clubs, trips and visits covering sport, drama and culture. For example, Year 2 pupils spoke enthusiastically about a visit they had made to Helmschore museum. These activities contribute to pupils' good spiritual, moral, social and cultural development.
- The school is using the additional primary school sport funding successfully. Specialist coaches run activities, take lessons and train staff. As a result, the range of sporting activities has broadened and pupil participation in sporting activities has increased.
- Procedures for safeguarding pupils are fully in place and actively followed.
- The parental and staff questionnaires show very strong support for the school. Parents spoken to during the inspection were very complimentary about the school and very appreciative of it.
- The local authority has provided light touch but effective support for this successful school.
- **The governance of the school:**
 - Governors have a good understanding of the school's context, strengths and areas needing improvement. They are well informed and have a good understanding of the use and analysis of data about pupils' progress. They understand the links between the quality of teaching and learning and pupils' achievement. They have a good knowledge of how pupil premium funding is spent and the impact it is having. Governors hold the school to account effectively by asking searching questions about how well the school is doing and where it could do better, and by setting challenging targets as part of the headteacher's appraisal. They make sure that pupils' progress is taken into account when making decisions about teachers' pay. They ensure that the school's finances are well managed and that the school meets its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are polite and considerate and get on well with each other and with adults in the school. This helps to create a school where pupils want to learn.
- Pupils are keen to do well and take pride in their work. As a result, lessons typically run smoothly and without interruptions to learning.
- Talking to pupils and scrutiny of the school's behaviour records show that poor behaviour, including racist or discriminatory incidents, is rare. A small number of pupils sometimes display challenging behaviour, but the school manages this consistently and effectively. There is evidence that this leads to improved behaviour by these pupils.
- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils mix well and play enthusiastically on the playground during break, and behave responsibly and safely at lunchtime.
- Pupils enjoy coming to school and are proud of it. As a result, attendance has risen and is now average.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils are very positive about feeling safe and very well cared for in school. They know the school rules and understand the difference between right and wrong. They have a very good knowledge of how to keep themselves safe in different situations, including on roads and when using the Internet.
- Pupils have a very good understanding of the different forms of bullying and understand the difference between bullying and falling out. They say that bullying is very rare in school and are very confident that the school would sort it out quickly if it occurred.
- The school works very well with parents and outside agencies to ensure the safety and well-being of pupils, often with the active and effective involvement of the pupil well-being co-ordinator.
- All parents who responded to the Parent View survey and those spoken to during the inspection thought that their children are happy, safe and well cared for in school, and behave well.

The quality of teaching is good

- The quality of teaching is good across the school, and some is outstanding. This was confirmed by the work in pupils' books and the school's checks on the quality of teaching and records of pupils' progress. As a result, pupils in all classes learn well and make good progress.
- Staff know pupils well and there are good relationships between pupils and teachers and teaching assistants. Staff usually have high expectations of what pupils can achieve and set work that engages pupils and motivates them so that they are keen to learn and make good progress. Pupils say that teachers make lessons 'fun' and 'very interesting' and that 'we learn a lot'.
- For example, in a music lesson Year 2 pupils were exploring the relationship between the descriptions of a weaving texture and sound texture. Questioning was used very skilfully to develop pupils' vocabulary and to challenge them to develop their understanding of sound at a more complex level. They greatly enjoyed using percussion instruments to demonstrate this. As a result, they made outstanding progress.
- Pupils' work is marked regularly, consistently and well. Staff use praise effectively and give helpful suggestions for the next steps in pupils' learning. As a result, pupils know how well they are doing and what they need to do to improve their work.
- Although staff generally have high expectations of what pupils can achieve, they do not always make sure that the work set is challenging enough to enable pupils to learn as much as they could. Sometimes pupils, including the most able, are not given work that is hard enough to enable them to reach the highest standards and make the best possible progress.
- Teachers and teaching assistants work very closely and effectively together to support pupils who find learning more difficult. As a result, these pupils, including those who are disadvantaged and those who are disabled or have special educational needs, achieve well and make good progress.

The achievement of pupils is good

- Pupils' achievement in reading, writing and mathematics has improved since the previous inspection. From typically low starting points in the Reception Year, they make good progress and achieve standards that are much closer to average by the end of Year 2.
- The standards achieved by pupils at the end of Key Stage 1 have been rising steadily. In 2013 they were

well-below average in reading, writing and mathematics. Results for 2014 show further improvement, with standards in reading being around average and below average in writing and mathematics. This shows good progress from pupils' low starting points. Inspection evidence from observing learning in lessons, analysing work in pupils' books and talking to pupils confirms that pupils in Year 1 and Year 2 are currently making good progress.

- Pupils make good progress in reading because they are well taught and have plenty of opportunities to read regularly. They have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check has improved steadily and was above average in 2014.
- Although pupils make good progress in writing, the standards they achieve are lower than in reading and mathematics. The school has had a successful focus on developing pupils' speaking and listening skills, and this has had a strong impact on improving achievement in reading. This is now being applied to raising standards in writing.
- Pupils make good progress in mathematics. There is a clear focus on developing basic numeracy skills, and encouraging pupils to use these skills in everyday situations.
- Disadvantaged pupils achieve well. They receive very effective individual and small-group support when it is needed and make good progress. Results for 2014 show that the standard reached by disadvantaged pupils in Year 2 was below that of other pupils in the school, although this gap has been closing. However, the standard they achieved was above that of similar pupils nationally.
- Disabled pupils and those with special educational needs achieve well and make good progress. Their needs are identified quickly and accurately, and they receive high quality support to help them learn from skilled teachers and teaching assistants. As a result, they make good progress and reach standards that are above those of similar pupils nationally.
- The most-able pupils achieve well and make good progress overall, but the proportion of pupils reaching the highest levels is below average. These pupils are increasingly being given work to stretch and challenge them to reach their potential.

The early years provision

is good

- Most children now join the Reception year with skills and knowledge that are generally below those typical for their age, especially in language and communication. However, this has varied and in some years has been well-below the expected standard. Whatever their starting points, children make good progress and are well prepared to enter Key Stage 1.
- The quality of teaching is good. All staff have high expectations and challenge children to make good progress in all areas. Staff provide good opportunities for children to play and explore, and use the indoor and outdoor environments effectively. For example, one group of children were using tactile materials such as glitter, sand and foam to write letters and make marks. They enjoyed this activity and made good progress.
- Staff work effectively to meet the needs of individuals and groups of children. For example, the 'Petal' project has had a strong impact on improving children's language skills and the 'Body Awareness' programme and 'clever fingers' have helped to improve children's movement and control skills.
- Staff assess and record children's progress regularly and accurately. They use this information to plan activities to extend and challenge them further.
- As a result, children are well motivated and interested in their learning. They behave well, listen carefully to adults and get on well with each other.
- There are close links with the nursery school. These ensure that children make a smooth transition to the Reception year. In addition, there is extensive and close working with parents and outside agencies, often involving the pupil well-being co-ordinator. Vulnerable pupils, including those who are disabled, have special educational needs and those for whom the school receives additional funding, receive excellent support. As a result, these children make good progress.
- Consequently, the early years provision makes a strong contribution to children's physical and emotional health, safety and well-being, as well as to their spiritual, moral, social and cultural development.
- The leadership and management of the early years are good. Leaders have an accurate view of how well children are doing and what needs to be improved further. They have worked effectively to improve teaching by training and developing staff, and this has raised children's achievement.

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	119125
Local authority	Blackburn with Darwen
Inspection number	448505

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Raffat Karimi
Headteacher	Andrea Batley
Date of previous school inspection	21 September 2009
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