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Miss Sarah Jones  
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Dear Miss Jones

### **Short inspection of Lomeshaye Junior School**

Following my visit to the school on 17 May 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You have only been headteacher for a relatively short period of time but have ensured that all within the school community have responded effectively to improve the school further. Following a period of change, particularly in staffing, you have galvanised the staff of the school, who feel valued and understand what is expected of them. You are a good role model and your drive and determination to do your very best for every pupil is shared by all staff. The school has an effective leadership team. You are ably supported by a talented deputy headteacher and your assistant headteachers show great skill, maturity and commitment in their roles as phase leaders. Staff respond well to the leadership of the school and this is evident in the quality of their preparation, delivery and assessment within teaching and learning. Lomeshaye is very much about teamwork. As one teacher said, 'It's a great place to work and everyone really helps each other.'

The pupils of the school appreciate the quality of teaching and the care and support they receive from their teachers. During visits to classrooms, it was clear that staff build very positive relationships with pupils. Your assembly on the school motto 'Aspire, believe and achieve' was inspirational and, indeed, the pupils did 'seize the day' (carpe diem). Pupils work hard in lessons and are very supportive of each other and produce good work. They are developing some effective learning skills and evidence in their work shows that they are increasingly resilient. They take care with their presentation and their commitment to reflect on their work is paying dividends. The pupils are committed to supporting each other in their learning, and

comments such as 'I am proud of myself for giving positive feedback on my friends writing' show great maturity. Pupils told me that they feel safe at the school and have great trust in their teachers to provide high-quality care and support. Consequently, pupils' behaviour in lessons and at break and lunchtimes is good and their attitudes to learning are very positive.

Since the last inspection you have recognised the need to enhance the experience for the pupils. You provide a rich curriculum and by providing a range of visits and visitors you enhance the learning for all pupils. Year 6 pupils talked with great enthusiasm about a visit by an archaeologist in their study of 'The Mayans'. They were looking forward to their residential visit in the summer, which is linked to their study of 'survival'. Pupils appreciate the opportunities they have to learn about different faiths and cultures. A recent visit to a Jewish Museum helped Year 5 pupils in their work to recognise signs and symbols of Judaism. In religious education, pupils explore moral issues and develop a good understanding of right and wrong. When we talked to pupils they had a good understanding of what it means to be a good citizen in modern Britain.

The school community is very inclusive and you have worked relentlessly to ensure that all pupils and their families feel part of the school community. Pastoral work is a high priority and the pastoral support worker goes the extra mile to ensure the welfare of all pupils and their families. Pupils understand that at any time in the day they are free to meet and talk with the pastoral support worker. Pupils are actively involved in focus groups which help them reflect on issues of welfare, including understanding bereavement. Families benefit from support in the community. For example, 'Women of Whitefield' is a support group to help parents. When I spoke to parents at the start of the school day they were full of praise for the efforts of the staff. As one parent said, 'I love this school and my daughter is making fantastic progress.'

Governors have a good understanding of the school's priorities and the community the school serves. They provide an effective balance of support and challenge. Their regular meetings with leaders, including subject leaders, keep them well informed about school improvements. As a result, they can strategically check that leaders' actions are improving outcomes for pupils.

### **Safeguarding is effective.**

There is a culture of safeguarding and you expect everyone to take responsibility for keeping pupils safe from harm. The pastoral support worker is totally dedicated to ensuring that pupils are secure in their understanding that all staff are there to take care of them. Pupils are made fully aware of their responsibility for looking after themselves and each other. They are given regular opportunities to learn about safeguarding issues within the curriculum. Pupils were very capable in explaining the risks of sharing videos publicly.

All staff undergo a rigorous process of induction for safeguarding when they join the school and their training is updated regularly. The governor who has responsibility

for safeguarding monitors the impact of training through discussions with staff. Leaders confirm that staff are confident and prompt in reporting concerns. Records for all aspects of safeguarding are detailed and of a high quality, including checks made when recruiting staff. The school does not hesitate to make referrals following any concerns about individual pupils. Staff apply their child protection training in practice and are vigilant in recording any concerns they have regarding child protection. Site safety is robust and you have recognised the particular need for visitor checks at all times. Talking to parents, I found them to be happy and to believe that their children are safe in school.

## **Inspection findings**

- We discussed your self-evaluation and agreed the key lines of enquiry we would follow during this short inspection. Our first line of enquiry examined the improvement in the quality of teaching of learning since the previous inspection, with a specific focus on challenge for all pupils. During the inspection we visited lessons, looked at pupils' books and considered the checks that leaders make in their specific areas of responsibilities. The quality of work is at least good, with examples of outstanding practice. For instance, Year 5 pupils made good progress in a mathematics lesson. Using 'thinking Tom,' a method to help the pupils reflect, they developed their reasoning skills in investigating a link between the analogue and digital clock. Year 6 pupils worked in groups to plan a lesson on fractions for other pupils. They developed some good understanding of fractions and in taking different roles they learned about democracy. Throughout the school lessons are planned well and are structured well. Teaching is conducted at a brisk pace, which keeps pupils engaged in their learning. As a result, classrooms are calm and purposeful. A strong feature of lessons is the high quality of relationships. Pupils and teachers have great respect for each other and pupils cooperate well with each other when working in groups. Regular checks are made on the quality of teaching and learning through observations, discussions with pupils and teachers, and through pupils' work in books. Teachers are held to account for the progress of the pupils in their classes. It is important that the leaders of the school use their outstanding teachers for the benefit of all teachers in the school.
- Another key line of enquiry followed up during the inspection was the work the school has done to improve pupils' reading skills, following the dip in pupil performance in the 2016 national test. You ensure that all pupils are now benefiting from daily guided reading sessions. Together, we both saw some good teaching of reading in which all pupils were focused and keen to learn. Year 3 pupils developed some good vocabulary because of some effective questioning by their teacher. Year 6 pupils used their skills of inference to reason about a text from their class reader, 'The hunger games'. Pupils were confident in challenging each other to work out which character wrote the text. The enthusiasm and achievement of the pupils, supported by very skilled teaching, together make reading an improving strength of the school. However, at the moment the quality of provision for the most able does not match their level of reading ability. There is still work to do to ensure that the most able are achieving better outcomes in reading.
- We reviewed the quality of assessment in reading, writing and mathematics. As a

team, you have improved the quality of checks on pupils' performance. Senior leaders have implemented good procedures for checking pupils' progress. Teachers are using the good-quality information that the assessment leader is providing on the progress of pupils to plan activities to match the needs of pupils. Planning for the most able is effective in mathematics and writing but not as strong in reading. During lessons teachers check the progress that the pupils make and, if necessary, move them on in their learning. Teaching assistants are generally deployed well but on occasions they hold back the progress of some pupils by doing their work for them.

- The school promotes equality of opportunity well by tracking the progress of pupils carefully and swiftly taking action if there are signs of potential underachievement. We checked especially on the progress of the disadvantaged pupils. The pupil premium funding is used well to promote the good progress of these pupils. The use of the funding is regularly reviewed so that leaders and governors can target spending to where it has the maximum impact on raising the achievement of disadvantaged pupils. This is very much the case in the relatively new initiative to provide sharply focused sessions for targeted pupils, including disadvantaged pupils. In these sessions pupils of all ages are enjoying learning. Together we saw one session in which pupils extended their learning very successfully by answering a range of who, what, when and why questions. Disadvantaged pupils are now making equally good progress to that their peers.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they further improve teaching and learning by ensuring that all staff learn from the outstanding teaching in the school and ensuring that teaching assistants are effectively deployed to support pupils in making progress
- outcomes being achieved by the most able pupils are improved in reading by teachers using the detailed information about these pupils to plan tasks that maximise their reading progress.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lancashire. This letter will be published on the Ofsted website.

Yours sincerely

Andrew Morley  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I met with you, the deputy headteacher and the two assistant headteachers. I examined the school's self-evaluation, the school

development plan, current information about pupils' attainment and progress, and records of behaviour and safeguarding, including the single central record. You and I visited lessons and I spoke with pupils about their work and their views of the school. We looked at the work in pupils' books, and at their reading records. I looked at the quality of displays on classroom walls and corridors. I met with six members of the governing body, including the chair, to hear about the work of the school since the previous inspection. I met with an officer from the local authority to understand their view of the progress that the school is currently making. You and I reviewed school records of checks made about staff suitability to work with children. I considered the school child protection policy and reviewed examples of case files about pupils, as well as evidence of your work with other professionals. I spoke with parents as they brought their children to school and looked at the school's parent questionnaires. There were two responses to the staff online survey. There were no responses to the pupil surveys or Parent View, Ofsted's online survey.