

# Inspection of Blackshaw Lane Primary & Nursery School

Blackshaw Lane, Heyside, Royton, Oldham, Greater Manchester OL2 6NT

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Inspection dates: 8 and 9 December 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils enjoy their time at Blackshaw Lane Primary and Nursery School. They benefit from positive relationships with each other and with staff. Pupils said that they make lots of friends and that they feel safe and happy in school.

Pupils, including those with special educational needs and/or disabilities (SEND), behave well in lessons and around the school. Pupils understand that everyone should be treated with respect, regardless of their differences.

Pupils told inspectors that the staff in the school are kind and will help them if they have any worries. Some pupils said that although name-calling sometimes happens during playtimes, they are confident that staff deal with it. Likewise, pupils also trust that if they reported bullying concerns to staff, they would sort it out quickly.

Pupils are willing to work hard in lessons. However, pupils, including children in the early years, do not achieve as well as they should in some subjects because leaders' curriculum plans do not set out high enough expectations.

Pupils are proud to help others by raising funds for local charities. They are excited to take part in the sports clubs that leaders plan for them. Pupils are also looking forward to a forthcoming trip to enrich their learning about Roman Britain.

## **What does the school do well and what does it need to do better?**

Leaders are in the process of reviewing the curriculum to ensure that it is suitably broad and ambitious for all pupils, including pupils with SEND.

In some subjects, such as early reading, leaders have identified the important knowledge that pupils need to learn and the order in which they should learn it. In these subjects, leaders provide teachers with clear guidance so that they can design learning that builds on pupils' earlier knowledge. However, some subject leaders do not have the skills that they need to support teachers to deliver curriculums well.

While some curriculums are planned well, leaders' plans in other subjects are in the early stages of development. This means that leaders' expectations of what pupils should know are not clear enough. This hinders teachers when planning new learning for pupils. It also prevents leaders from checking that pupils know and remember the content of the subject curriculums as intended. Consequently, pupils do not achieve as well as they should in these subjects.

In the early years, leaders have not ensured that the expectations of what children should achieve are high enough. This means that sometimes the activities that staff plan for children do not develop their knowledge securely. This means that children are not as well prepared for Year 1 as they should be.

Leaders have placed a high priority on ensuring that pupils learn to read well. Children in the early years learn sounds and letters as soon as they begin in the Reception class. Leaders have made sure that the plans for the early reading curriculum set out clearly what they want pupils to learn and when they will be taught this content. This supports well-trained teachers to keep a check on how well pupils are doing and to put appropriate support in place for those pupils who fall behind. Staff select books that are matched closely to the sounds that pupils know. Staff make sure that pupils have plenty of opportunities to practise reading to develop their fluency and accuracy. However, some older pupils lack the encouragement and motivation that they need to enjoy reading independently.

Leaders ensure that the needs of pupils with SEND are identified early. Leaders have made sure that teachers have been trained to support this group of pupils so that they can access the same curriculum as their peers.

Most pupils behave well in school. Low-level disruption during lessons is unusual. Leaders plan carefully to provide opportunities for pupils to develop their understanding of the world beyond their school. Through assemblies and the curriculum, pupils learn about people with different backgrounds, faiths and families. Pupils also learn about the importance of looking after their own physical and mental health.

Members of the governing body are committed to the school. They have provided appropriate support for school leaders throughout the pandemic. However, governors have not ensured that they are informed well enough about the curriculum. They have recently taken part in a review of their roles, so they are better equipped to hold school leaders to account for the quality of education.

Leaders protect staff from bullying and harassment. Teachers told inspectors that school leaders are approachable. Staff acknowledge that leaders have engaged with them when they have raised concerns about their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders arrange regular safeguarding training so that staff remain alert to the potential signs which indicate that a pupil may be at risk from harm, including from sexual harassment. Staff understand the procedures that they must follow if they have concerns about a pupil.

Leaders know pupils and their families well. This helps to ensure that vulnerable pupils benefit from appropriate specialist support when necessary.

Pupils have opportunities to learn about how to keep themselves safe online and in the wider community. They understand the features of healthy relationships. Leaders work with parents and carers to ensure that pupils attend school regularly.

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

### (Information for the school and appropriate authority)

- Leaders' expectations of what pupils should know are not clear enough in some subjects. This hinders teachers when designing learning for pupils and prevents pupils from achieving well. It also stops leaders from checking that pupils know and remember the content of subject curriculums as intended. Leaders should ensure that subject curriculum plans make it clear what pupils should know and remember so that pupils deepen their knowledge and develop their understanding.
- Some subject leaders do not provide appropriate guidance to teachers to deliver the curriculum effectively. This means that some subject curriculums are not implemented well by teachers. Senior leaders need to provide effective support for subject leaders so that they can check that subject curriculums are delivered as intended. This will enable leaders to provide more effective guidance for teachers so that curriculums are delivered consistently well.
- Leaders have not ensured that the early years curriculum is planned effectively or that the expectations of what children can and should achieve are high enough. There are times when staff plan activities that do not further children's knowledge and understanding. This leads to children not achieving as well as they should. Leaders must ensure that the early curriculum is ambitious so that children are better prepared for the next stage in their education.
- Members of the governing body have not ensured that they are well informed about the quality of education that pupils receive. This means that they are unable to hold leaders to account as well as they should. Governors should ensure that they have the information that they need to hold leaders to account for pupils' achievement across the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	105652
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10200812
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carole Lobley
<b>Headteacher</b>	Beverley O'Neill
<b>Website</b>	<a href="http://www.blackshaw-lane.oldham.sch.uk">www.blackshaw-lane.oldham.sch.uk</a>
<b>Date of previous inspection</b>	22 – 23 February 2018, under section 5 of the Education Act 2005

## Information about this school

- A new chair of governors has taken up post since the previous inspection.
- Leaders do not make use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held discussions with the headteacher, subject leaders and members of staff. They spoke to four members of the governing body, including the chair of governors. An inspector spoke with a representative of the local authority.
- Inspectors observed pupils' behaviour in classrooms and during breaktimes and lunchtimes. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.

- Inspectors carried out deep dives in early reading, mathematics, history and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also observed pupils reading to a familiar adult. Inspectors also considered aspects of a number of other subjects on the school's curriculum.
- Inspectors considered the views of parents and carers shared through Ofsted Parent View, Ofsted's online questionnaire. This included the comments received via the free-text facility. Inspectors also spoke to parents at the start of the school day. There were no responses to Ofsted's online staff survey or the survey for pupils.
- Inspectors considered a range of documentation shared by school leaders, including the school development plan, the minutes taken at governors' meetings and leaders' self-evaluation document.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation and spoke to leaders, staff and pupils.

### **Inspection team**

Janette Walker, lead inspector

Her Majesty's Inspector

Caroline Prince

Ofsted Inspector

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