

# Inspection of a good school: Lomeshaye Junior School

Norfolk Street, Nelson, Lancashire BB9 7SY

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Inspection dates:

22 and 23 November 2022

## **Outcome**

Lomeshaye Junior School continues to be a good school.

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

Pupils at Lomeshaye Junior School are happy, safe and well cared for. Staff warmly welcome them into school each day.

Leaders have high ambitions for all pupils. Pupils, including those with special educational needs and/or disabilities (SEND), benefit from a well-thought-out curriculum. They strive to achieve well. Many pupils achieve the high standards that leaders expect of them. The culture of learning is strong.

Leaders also have high expectations of behaviour. They have identified five core values to guide pupils. These are lived out by pupils who behave well around school and are focused in lessons. They are polite and extremely well mannered during social times. On the rare occasions on which bullying occurs, it is dealt with swiftly and effectively.

Pupils treat each other with compassion and regard. Differences are celebrated. Pupils are given many opportunities to explore exciting experiences. Pupils talked positively about taking part in musical events, such as a singing event in Manchester. Pupils enjoy taking on additional leadership responsibilities in school, such as being a play leader or school prefect.

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

Leaders have given careful thought to the knowledge that they most want pupils to learn. They have planned an ambitious and broad curriculum to ensure pupils learn this knowledge. In each subject, the curriculum is clearly organised in a logical order. This helps pupils to know more and remember more as they move through the school. Pupils show positive attitudes to learning in lessons. As a result, learning is rarely disrupted.

Leaders have ensured that teachers have the guidance and training that they need to deliver their subject curriculums effectively. This includes teachers who are new to

teaching and those who are new to the school. Teachers use assessment to check pupils' learning effectively. They use this information to identify misconceptions or gaps in pupils' knowledge. This helps pupils to build their knowledge securely over time. In a few lessons, teachers do not choose the most appropriate activities to help pupils learn.

Reading is at the heart of the school's curriculum. Any pupils who struggle to read are given the help they need to keep up with their peers. Book displays on every classroom door ignite a curiosity in the pupils about their class novel. Pupils have a love of reading. They are excited about plans for a new, bigger library in the school. Teachers introduce pupils to a wide range of authors and books. Consequently, many older pupils become enthusiastic readers. Pupils talked confidently with the inspector about their favourite books and books that they are keen to read in the future.

Leaders have effective systems in place to identify pupils with SEND. They work in close partnership with parents, carers and feeder schools to help with this identification. Pupils with SEND have the support they need to study the full curriculum. These pupils achieve well across the different subject areas.

Leaders have designed a well-thought-out personal development curriculum to teach pupils about being considerate and respectful to others. Pupils benefit from a range of activities to support their learning. These include visits to museums in Liverpool and geography field trips to the local canal.

Members of the governing body know the school well. They support and challenge leaders to improve the quality of education that pupils receive in equal measure.

Teachers enjoy working at the school. They spoke to the inspector with excitement about their roles. They said that they value the support that they receive, so that they can do their jobs well. Staff described the training that they receive from school leaders as 'inspirational'. Leaders, including governors, support staff with their workload. Staff feel appreciated and valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there are robust procedures in place to keep pupils safe. Leaders provide staff with regular and up-to-date safeguarding training. This encourages staff to be vigilant. They quickly report any concerns about pupil safety.

The family support workers and safeguarding leaders liaise with several external agencies. This work helps them to provide timely and appropriate support to any pupils and families who need extra help.

Pupils feel safe in school. They learn how to keep themselves safe through the curriculum. This includes keeping themselves safe online.

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

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

- In a few lessons, staff do not choose the most appropriate pedagogical approaches to help pupils learn effectively. Some pupils do not learn as well as a result. Leaders should ensure that teachers design learning that meets the needs of all pupils in their classes.

### Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

### 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.

### 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>	119177
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10240127
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruby Anwar
<b>Executive Headteacher</b>	Nicole Delamere
<b>Head of School</b>	Anita Spokes
<b>Website</b>	<a href="http://www.lomeshaye.lancs.sch.uk">www.lomeshaye.lancs.sch.uk</a>
<b>Date of previous inspection</b>	17 May 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make any use of alternative provision for pupils

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher and with other leaders and members of staff. She also spoke with members of the governing body. The inspector also spoke with a representative of the local authority.
- The inspector looked at a range of documents and spoke with leaders about the school's safeguarding procedures.

- The inspector carried out deep dives in early reading, mathematics and science. She talked with curriculum leaders of these subject areas. The inspector also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. The inspector also observed some pupils reading to familiar staff.
- The inspector observed pupils' behaviour in class and as they moved around school. She also observed pupils playing outside at lunchtime.
- The inspector spoke with a group of pupils about their experiences at school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also met with parents before school to find out their views of the school.
- The inspector also considered the responses to Ofsted's online survey for staff.

### **Inspection team**

Rebecca Sharples, lead inspector

His Majesty's Inspector

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