

Lomeshaye Junior School

Inspection report

Unique Reference Number	119177
Local Authority	Lancashire
Inspection number	301702
Inspection dates	10–11 July 2007
Reporting inspector	Shirley Herring

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	195
Appropriate authority	The governing body
Chair	Mrs Sheila Wicks
Headteacher	Mrs Angela Pleasants
Date of previous school inspection	1 June 2003
School address	Norfolk Street Nelson Lancashire BB9 7SY
Telephone number	01282 612063
Fax number	01282 698870

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average size junior school situated in an urban area of high deprivation. Almost all pupils are from an Asian or Asian British background with Pakistani origin and their first language is not English. The proportion of pupils with learning difficulties and/or disabilities is above average, and the percentage with a formal statement of special educational need is high. The school has links with other schools, locally and abroad. The active Lomeshaye Brownie pack which meets on site is the only one outside London that is wholly Asian. The school has achieved the Healthy Schools award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Lomeshaye Junior School is a good school where pupils achieve well. The quality of care, guidance and support is good. Parents appreciate how well the school looks after their children and they are confident to approach the school with any concerns. Personal development is good; pupils behave well and develop a good attitude to school. They enjoy school and the good range of activities it has to offer. There are good relationships between adults and so pupils feel safe. The good programme for personal, social and health education gives pupils a good understanding of a healthy lifestyle and this is recognised by the Healthy Schools Award. Pupils make a good contribution to the community as responsible school council members. The school's work at the local church for the Prince's Trust and the developmental plans and models for 'Our Perfect Town' Project were commended when pupil representatives were invited to meet the Prince of Wales. Spiritual, moral, social and cultural development is outstanding and pupils who are almost exclusively from an Asian or British Asian background are very well prepared for life in a culturally diverse society. The good levels of personal development, coupled with good academic achievement, prepare pupils well for their future.

Pupils' attainment on entry to the junior school varies from year-to-year, from below average to above. They make good progress during their time in school; for example the current Year 6 pupils were below average when they entered Year 3 and recent unvalidated national tests show they are reaching standards that are average at the end of Year 6. In the 2006 national tests, results were average overall. Standards were above average in English as a result of the school's clear focus on improving writing.

Teaching is good and pupils are fully focused on their own learning. In some classes, there is insufficient challenge for higher attaining pupils in mathematics and so some more able pupils do not achieve as well as they can. The school's strong commitment to inclusion ensures that there is good support for pupils with learning difficulties and/or disabilities, and those at an early stage of learning English so they achieve well.

The curriculum is good. The school has managed to balance a good emphasis on the development of basic literacy, numeracy and information and communication technology (ICT) skills with good opportunities to develop creative and sporting skills. Thus, pupils enjoy school and achievement is good.

The well resourced parents' and community facility in school is proving popular and helps adults to develop their literacy, numeracy and ICT skills well. This is having a beneficial effect on pupils' learning at home. Attendance is adversely affected by a small number of families taking extended holidays during term time. Despite the school's best efforts attendance is still below average but improving.

The school is led and managed well. The vision and drive of the headteacher has resulted in good improvements in the learning environment. Effective systems for school self-evaluation and the introduction of new systems and resources have improved standards in reading and good tracking systems and better marking have helped to improve standards in writing. Similar strategies for improving mathematics are not as well developed. The school has been successful in raising standards and the quality of the learning environment since the last inspection. Given the current circumstances, the school has a good capacity to improve further.

What the school should do to improve further

- Raise the achievement for higher attaining pupils in mathematics.
- Improve the systems for tracking pupils' progress in mathematics.
- Work with parents to improve attendance.

Achievement and standards

Grade: 2

Standards are average overall and pupils achieve well. Pupils attain higher standards than pupils from similar minority ethnic backgrounds nationally.

Pupils' attainment on entry varies from year-to-year, from below average to above. They make good progress during their time in school; for example the current Year 6 pupils were below average when they entered Year 3 and recent unvalidated national tests show standards are now average overall at the end of Year 6.

Standards have risen steadily in recent years from being below average in 2002 to being average now. The results of national test results in 2006 were above average in English and average in mathematics and science. The good emphasis on developing literacy skills, and the good procedures for assessing and tracking pupils' progress in writing resulted in above average standards in English, although boys achieved less well than girls. The school has implemented further strategies to redress the balance and this has resulted in a narrowing of the gap and the number of boys attaining the expected level in English has doubled over the last year. Whilst standards are average in mathematics, the lack of challenge in some lessons means that some of the more able pupils do not achieve as well as they can.

Pupils with learning difficulties and/or disabilities and those pupils at an early stage of learning English achieve well because of the good level of support they receive.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good. The school's success in this area is underpinned by the rich experiences provided by the curriculum and the effectiveness of the programmes that support good personal development. The pupils' spiritual, moral, social and cultural development is outstanding. Pupils are gaining a very good awareness of life in a culturally diverse society through the celebration of a wide range of religious festivals, through video conferences with a school in America and through forming partnerships with schools with pupils from a mainly White British background. Pupils readily accept responsibility; they take their roles on the school council very seriously and are proud of the changes they have brought about in the school; for example, the provision of a 'playbox'. Lessons are interesting so they enjoy school and show a good attitude to their work. They are sensible and considerate of others and believe that there is little if any bullying and no racial harassment. Pupils know what they should eat to stay healthy and enjoy the many opportunities they have to exercise. Extensive efforts by the school are improving attendance, but it is still below average. Attendance is affected by families taking extended holidays during term time.

The pupils' well developed personal and social skills and their good academic achievement prepares pupils well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and pupils learn well. Teachers explain clearly to pupils what they will be learning in lessons and successfully encourage them to evaluate how well they have done. This ensures that pupils are well focused on their learning and promotes good self-awareness. Questions are used effectively to encourage pupils to think clearly and are usually well matched to the needs of different groups. As part of the school's recent focus on improving writing, teachers' thorough and helpful marking of pupils' work has helped to raise standards. The good support offered by the teaching assistants, in class or in smaller groups, makes a positive contribution to the good levels of inclusion for pupils with learning difficulties and/or disabilities and to those pupils at an early stage of learning English. In some lessons, there is a lack of sufficient challenge for the more able pupils in mathematics and so they do not achieve as well as they can. Teaching is enhanced by the contribution of visiting specialists; for example in sports and ICT.

Curriculum and other activities

Grade: 2

The good curriculum provides a solid grounding in the skills of literacy and numeracy. It is successfully enriched by themed weeks, which occur four times a year; for example, work based around the study of various novels. There are good opportunities for pupils to develop and extend basic literacy, numeracy and ICT skills in other subjects. This is balanced by good opportunities to develop creative skills; for example, an extensive variety of pupils' art work is displayed and all pupils learn the recorder. Provision for personal, social, and health education is good and this contributes well to pupils' good personal development. The school has a good range of additional activities outside the school day and provides a very wide range of educational visits, visitors and specialist coaches to enliven pupils' learning. Pupils spoke enthusiastically about the residential visit to Waddow Hall. Provision for pupils with learning difficulties and/or disabilities is good, and the many strategies such as Better Reading Partners are helping these pupils to make good progress.

Care, guidance and support

Grade: 2

All pupils are well cared for, supported and fully included in all areas of the school's life. All the recommended procedures for safeguarding pupils are firmly in place. Pupils are given good academic guidance through clear and challenging targets. They know their targets, and can explain what they need to do in English and mathematics to achieve their goals. Useful marking, particularly in writing, helps pupils to know what they need to do to improve. The school has a comprehensive system which tracks the progress of pupils in writing but this is at an early stage in mathematics. The progress made by pupils at an early stage of learning English is carefully monitored, assessed and guided by the teaching assistants and beneficial home school links have been set up. Pupils with learning difficulties and/or disabilities are identified at an early stage and are supported well. The school has good links with other professionals to provide specialist support for pupils where needed.

Leadership and management

Grade: 2

The school is led and managed well. The vision, commitment and expertise of the headteacher have led to good improvements in standards and achievement and a better learning environment. The thorough analysis and evaluation of the school's work by the headteacher and subject coordinators have been used well to identify areas for improvement. New systems and resources have helped to raise standards in reading and good marking and tracking of pupils' progress have resulted in a good improvement in writing. Provision for pupils with learning difficulties and/or disabilities is effectively led and managed so pupils make good progress. Governance is good. Governors have a good understanding of the strengths and needs of the school and provide good support.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 July 2007

Dear Pupils

Inspection of Lomeshaye Junior School, Nelson, BB9 7SY.

Thank you for making Mr Tingle and me so welcome when we visited your school recently. We agree with you that Lomeshaye Junior School is a good school, which takes good care of you all. We could see how much you enjoy school in lessons, not to mention the bouncy castle at the school fair. The school council told us a lot about your school and they clearly work hard for you all and make sure that the teachers understand your point of view. We were pleased to hear you say that the teachers do take account of your views; for example, in the choice of entrances for you to come into school.

Teaching is good in your school and so you are learning well. Teachers spend a lot of time marking your English books to help you to improve your work. This has led to a good improvement in writing for you all. In some mathematics lessons, we have asked the teachers to provide more difficult work for those of you who find mathematics easier to do. You make good progress during your time in school and most of you reach, or even exceed, the expected level for your age in English, mathematics and science by the time you leave.

There are a lot of different activities for you in school such as sports coaching and music, and we were impressed by the good range of art work on display.

Most of you come to school every day but the school's overall attendance is not as high as in other junior schools. I have asked the school to work closely with your parents to help make it higher.

Good luck to you all and I hope Year 6 enjoy their new schools in September.

Yours sincerely

Mrs S Herring

Lead Inspector