

# Audley Junior School

## Inspection report

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<b>Unique Reference Number</b>	119115
<b>Local Authority</b>	Blackburn with Darwen
<b>Inspection number</b>	339352
<b>Inspection dates</b>	19–20 January 2010
<b>Reporting inspector</b>	Mike Hoban HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	384
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Hugh Bruce
<b>Headteacher</b>	Mr Adrian Woods
<b>Date of previous school inspection</b>	2 February 2007
<b>School address</b>	Queen's Park Road Blackburn Lancashire BB1 1SE
<b>Telephone number</b>	01254 264294
<b>Fax number</b>	01254 680048
<b>Email address</b>	adrian.woods@blackburn.gov.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 21 lessons, spent about 60% of time looking at learning and saw 18 teachers. They held meetings with governors, staff, groups of pupils, some of the school's partners and parents. They also observed the school's work, and looked at documentation, including the school's tracking and attainment data; governing body minutes; risk assessments; school policies and parental questionnaires, of which there were 144.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effective the school's work has been to improve English, mathematics and science throughout the school
- how well teaching and learning and the curriculum is now supporting pupils' progress and attainment
- how successfully the areas for improvement from the 2007 report, and the February 2008 survey letter have been addressed
- the capacity of the senior leadership team to move the school forward.

## Information about the school

Audley is a larger than average junior school, whose catchment serves some areas of severe socio-economic disadvantage in Blackburn. The proportion of pupils eligible for free school meals is well above the national average, and the proportion of pupils from minority ethnic groups is significantly higher than the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average, while the number with a statement of special educational need is below the national average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Audley Juniors is a good school, where pupils' outcomes have improved over a period of years, mainly as a consequence of the efforts of the senior leadership and the staff of the school. Attainment on entry to the school is typically well below national averages. While there was a dip in attainment and pupils' progress in 2009, pupils' progress is now good or better. Attainment is broadly in line with the national average, as illustrated in lessons and pupils' work seen by inspectors, and in recent school data on pupils' standards. Behaviour overall is good, and in some lessons is exemplary; indeed, pupils' positive attitudes to learning contribute to inspectors finding that a high proportion of lessons are good or better. Although teaching and learning is good overall, pupils' knowledge of their targets and how to improve their work (assessment for learning) is not consistent across the school. Safeguarding is effective, and pupils and parents comment that the school is a safe and welcoming environment. Successful partnerships are in place and these make a good contribution to pupils' pastoral and academic needs. However, the school's contribution to community cohesion is currently limited, and does not offer sufficient opportunities for pupils to learn more about other communities and cultures.

The school's capacity to improve is good. In the light of disappointing results in 2009, the school acted rapidly to reinforce some effective strategies, such as booster classes and extra group work with boys to improve their writing. It also extended cross-curricular writing, and introduced personal laptops for Year 6 pupils, to encourage research and extended writing. The impact of that work has contributed to pupils now making good progress across the school. Actions from the previous inspection have been addressed and some elements of the school's work have improved, including, critically, teaching and learning. The school articulates its strengths well and recognises where more work is required, for instance in improving speaking and listening. Inspectors noted in lessons and elsewhere that these initiatives were now bearing fruit.

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

- In order to embed the use for assessment in learning across the school:
  - ensure assessment for learning is always part of the planning of lessons
  - make sure that pupils are clear in lessons about what they need to do in order to improve their learning
  - effectively use success criteria to enable pupils to be able to judge how well they are performing

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- support pupils in the development of self- and peer-assessment
- make sure that teachers' lesson plans and the work they set fully reflect the needs of pupils of different abilities
- share best practice across the school.
- In order to improve community cohesion:
  - offer opportunities for pupils to engage with different groups beyond the immediate locality, in order to promote greater understanding of other backgrounds and cultures.

**Outcomes for individuals and groups of pupils****2**

Attainment had risen gradually since 2004, but a dip in results in 2009 was accompanied by weaker progress that year, with English the weakest performing subject. A focus on improving pupils' writing and speaking skills, including pupils being encouraged to form complex sentences and become more confident in discussions, has contributed to attainment now being satisfactory in English. Inspectors also found, through lesson observations and scrutiny of pupils' work, that attainment in other subjects, including mathematics, is also satisfactory. Pupils' progress across the school is good, as observed by inspectors, and this is supported by the school's own information on the attainment and progress of its current Year 6 pupil group. Class teachers' enthusiasm and sound subject knowledge, the brisk pace of lessons, and the good behaviour of pupils all contribute to this picture of improvement. Pupils with special educational needs and/or disabilities also make good progress, partly due to well trained staff who provide effective support based on the secure assessment of individual pupils' needs.

Pupils feel safe in school, a view shared by parents, and pupils comment that bullying is rare and is dealt with straightaway. Pupils state that they are taught about how to keep themselves safe and have been involved in a road safety initiative in the area. They have also received training on internet safety, and comment that if they have a problem there is always an adult they can approach with whom to share that concern. Pupils' behaviour is good and was exemplary in some lessons witnessed by inspectors, where their attention and commitment to learning contributed to some outstanding lessons. Pupils are well aware of the need for a healthy lifestyle, and commented that they learnt of its benefits through science lessons. They strive to put that into practice by joining in the range of activities, such as football and badminton, and the opportunities for healthy eating presented by the healthy tuck shop.

Pupils value their school community, and older children take on responsibilities such as play leaders, stair duty and peer mediators. The school council has its own budget; it purchased wet play equipment and suggested improvements to the school's adventure playground, after consulting other pupils. The school offers pupils a chance to develop leadership skills, such as being school prefects; and there are opportunities to develop and apply basic skills. Punctuality is good. Attendance is average, mainly due to absence relating to pupils' religious observance and extended holidays to visit families abroad. Pupils' development in terms of spiritual, moral, social and cultural matters is good. Most

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pupils come from a strong faith community, and this background informs their behaviour and their ability to make appropriate choices. They are interested in other cultures and communities, although their contact with others from different backgrounds remains limited.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching and learning are good; pupils made good progress through the effective planning and delivery of outstanding and good lessons. Teachers have secure subject knowledge and deliver lessons enthusiastically, with one pupil remarking, 'in a fun way'. Teachers use information and communication technology (ICT) confidently by using relevant websites and clips to contribute effectively to lessons. A range of teaching styles are used to reach out to all learners, for example, through setting pupils, intervention groups, and by providing practical investigative work. Pupils with special educational needs and/or disabilities and those pupils at an early stage of acquiring English as an additional language are well catered for through the support of trained staff who have close and effective working relationships with class teachers.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Interventions are suitably stepped – a new arrival with little knowledge of English will receive intensive, then tapered support, to enable them to join the mainstream as soon as practicable. Parents with children with additional needs stated that they appreciated the extra support that was provided to enable their children to make good progress.

In satisfactory lessons, the views of pupils and the analysis of their work indicate that assessment for learning is not fully in place, and this inhibits pupils from making rapid progress. There are also inconsistencies in marking, and pupils in such classes had little knowledge of their targets and what they needed to do next to improve. In addition, in satisfactory lessons, opportunities for higher attaining pupils to complete more challenging work are more limited.

The curriculum meets statutory requirements; pupils comment they enjoy literacy and numeracy, as both topics are taught with significant emphasis on practical tasks. Resources are good; there is excellent ICT provision, and suitably trained staff help deliver the curriculum. Cross-curricular linkages are evident throughout other subjects, for instance, between music and mathematics, and religious education and literacy. In one religious education lesson, for example, there was a particular emphasis on speaking and writing skills, with pupils tasked to draft a project to present to classmates on Hindu deities. All pupils, including those with special educational needs and/or disabilities, are able to access the school's extended provision, including dodgeball, the choir and cricket.

Care, guidance and support are good; transitional arrangements between the infant and junior school are strong, particularly in respect of assessing pupils with special educational needs and/or disabilities. Safeguarding procedures are effective and the care shown by staff for all pupils signals good support; one pupil commented that 'the teacher can tell by your face if you have a problem, or there is anything wrong'. Support for vulnerable pupils, including linkages with external agencies, is strong, enabling such pupils to overcome pastoral and academic barriers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior leadership team is an effective body, commanding the respect of parents and staff alike. Middle leaders contribute to the drive for higher standards through self-review of curriculum areas, peer observation, and supporting and challenging other colleagues. The school works effectively with the local authority, for instance, on

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enabling newly-arrived pupils to find their feet. The school has acted effectively to address the areas identified as needing improvement in the last inspection report and those in a mathematics survey letter, with these matters reflected in the school's improvement plan. Subject leaders have access to relevant pupils' data; these are analysed by the leaders and relevant training is then put in place to assist in improving academic outcomes. Target-setting is conducted at pupil and school levels, and the sharpness of subsequent actions has contributed to improved attainment. Overall, leadership and management of teaching and learning are good, with managers possessing the skills and drive to move the school further forward.

The governing body has a sound grasp of the school's strengths, and has discussed areas with the senior leadership team, such as oracy, where it feels the school could improve outcomes. It discharges its statutory responsibilities, is involved in the development of the curriculum, and offers a degree of challenge and support to the senior leadership team.

Work with parents is effective; they value the opportunities to meet informally with the headteacher and staff; are overwhelmingly positive about what the school has to offer their children in terms of care and education, and are involved in school activities, including aerobics, with their children. Partnerships with external agencies are strong and contribute to better outcomes for pupils. For instance, a dental surgeon visits the school regularly, a key activity in an area where dental health is a major issue. The school works with, and is clear about access to, a range of other agencies including health services, in order to enhance provision at the school.

The school is acting effectively to close gaps between different groups of pupils. Target-setting leads to strategies and incentives being put in place to improve, for instance, the involvement of a particular group of boys with their learning. This has involved work on Friday afternoons with male staff who act as role models; this activity is supplemented through visits from successful ex-pupils who encourage this group to improve their performance.

Good quality safeguarding procedures meet current requirements. Appropriate checks are made and the single central record is in place. The school decided that all staff and governors, irrespective of the length of time they have been employed, are required to have criminal record bureau checks. Appropriate risk assessments are in place and the designated person has undertaken the relevant child protection training. The school helps pupils to keep themselves safe by, for example, training them about road and water safety.

The school has worked to improve linkages with the local community, particularly the local mosque, and pupils are aware of other faiths and cultures through religious education, geography lessons and displays. The school itself is a vibrant and harmonious community, and pupils have visited other local schools to forge friendship linkages. However, work on community cohesion is limited, and the value of visits to other areas to improve pupils' education and social skills remains relatively underdeveloped. This is in comparison with the many other facets of Audley Junior school's work. Value for money is good.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Views of parents and carers**

Parents' views are very positive about the quality of the education and care their children receive at Audley Juniors. This is reflected in questionnaires and when inspectors met with parents. Parents' comments included such remarks as, 'my child really loves school', and, 'I really give this school 100%. It is giving my child her every need.' Given the outcomes for pupils, inspectors agree with the views expressed by parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Audley Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 144 completed questionnaires by the end of the on-site inspection. In total, there are 384 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	64	51	35	1	1	0	0
The school keeps my child safe	93	65	49	34	2	1	0	0
The school informs me about my child's progress	61	42	76	53	4	3	1	1
My child is making enough progress at this school	63	44	72	50	3	2	2	1
The teaching is good at this school	75	52	66	46	2	1	0	0
The school helps me to support my child's learning	55	38	82	57	5	3	0	0
The school helps my child to have a healthy lifestyle	62	43	76	53	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	41	73	51	5	3	0	0
The school meets my child's particular needs	63	44	73	51	3	2	1	1
The school deals effectively with unacceptable behaviour	71	49	68	47	3	2	0	0
The school takes account of my suggestions and concerns	45	31	89	62	3	2	0	0
The school is led and managed effectively	68	47	72	50	3	2	0	0
Overall, I am happy with my child's experience at this school	80	56	59	41	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 January 2010

Dear Pupils

Inspection of Audley Junior School, Blackburn, BB1 1SE

You will remember that I visited your school with other inspectors to see how well your school is helping you with your education and your care. As you know, we spent time in your lessons, talked to a number of you in small groups, and also met and chatted to some of you at break times and during the breakfast club.

We enjoyed our time at Audley Junior school, and this is what we found. First of all, we found that your teachers and other staff were providing you with good teaching and lessons. But you also made a contribution to the good and sometimes outstanding lessons, due to your good behaviour and your enthusiasm for learning. You told us you feel safe, and we agree; and we also found that you were keen to maintain a healthy lifestyle, partly by continuing to enjoy the extra-curricular activities and clubs that Audley Junior school offers.

We found two areas of the school's work that could be improved further. We found that not all of you knew your targets and what to do to improve. We want that element to be consistently good across the school. We also want you to learn how to be involved in assessing your own work, so you gather a greater appreciation of what you need to know to do even better in lessons.

We also believe that community cohesion, and your own education, would benefit from more opportunities to meet people from other backgrounds, outside the Audley area.

My colleagues and I really enjoyed meeting you, and we wish you all the very best for the future. Please continue to work hard, so you can be a real credit to your families and to the community.

Yours sincerely

Mike Hoban

Her Majesty's Inspector

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