

# Lomeshaye Junior School

## Inspection report

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<b>Unique Reference Number</b>	119177
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339373
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Michael Onyon

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>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Shelia Wicks
<b>Headteacher</b>	Mrs Angela Pleasants
<b>Date of previous school inspection</b>	0 July 2007
<b>School address</b>	Norfolk Street Nelson Lancashire BB9 7SY
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<b>Email address</b>	head@lomeshaye.lancs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons and held meetings with the senior leadership team, governors, staff and groups of pupils. They spent four hours and twenty five minutes observing learning and visited seven teachers. They observed the school's work and looked at, amongst other things, safeguarding documents, the school's data records, policies, minutes of governing body meetings and the notes of the School Improvement Partner's visits. Parental questionnaires were received from 81 parents or carers. In addition, questionnaires were received from 72 pupils and 14 members of staff.

- the impact of teaching and the curriculum upon pupils' progress throughout the school
- how well the school provides for, evaluates and promotes the achievement of vulnerable groups of pupils
- the school's perceived strengths in providing for pupils' well-being
- how well leaders, at all levels, demonstrate ambition and seek improvement.

## Information about the school

This is an average-sized school. The proportion of pupils entitled to free school meals is well above average. Almost all pupils are of Pakistani heritage and speak English as an additional language. A few pupils are in the early stages of English language acquisition. The proportion of pupils with special educational needs and/or disabilities is well above average, as is the proportion with statements of special educational needs. The school holds the Healthy School, Parent Partnership and bronze Eco School awards along with Investors in People accreditation.

**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

This is a good school, which is highly committed to working in partnership effectively with other schools and organisations. A number of strong features give it a distinctive character and good quality of provision. The school has a caring ethos, the result of consistently good care, guidance and support provided for the pupils by the committed headteacher and her staff. This also underpins the good personal development of the pupils, particularly in their maturity and consideration for others. This is a school where every child really does matter. Those facing significant barriers to their learning are supported effectively through a rich, well-planned curriculum and consequently make good progress.

Since the last inspection there have been improvements in achievement, particularly in mathematics, which has seen a rising trend in external test results. This track record of improvement illustrates well the effectiveness of the ambition and drive that the senior leadership team provides. Through rigorous self-evaluation the school is aware of its strengths and areas for development and plans carefully to address these issues. There is a strong commitment, through excellent partnership, to learn from others and to effectively build and sustain good practice. This illustrates well the good capacity that the school has to improve further.

The ability and aptitude of pupils vary from one cohort to the next but the school's rigorous assessments indicate that attainment on entry is generally below average. Pupils achieve well, taking into account their starting points. At the time of the last inspection attainment in mathematics was slightly below average. As a result of keenly focused support work there has been a trend of improvement and the 2009 outcomes are, like those in English, in line with the national average. Standards in science are below average because fewer pupils reach the higher level, with few opportunities to use science skills in other subjects, for example writing and mathematics. A key aim of the school is to promote the spiritual, moral, social and cultural development of its pupils, to develop in them life-long interests in learning, and it does this really well.

As a result of the large number of extended holidays taken by families during term time attendance levels are low. Levels are improving because short term absences are challenged quickly but expectations for extended holidays are not clearly understood by parents and carers. The quality of teaching is good and has improved. It is not yet of a consistently high enough quality to ensure that pupils' achievement is outstanding. In parts, such as in the quality of relationships between teachers and pupils, and in the care with which teachers assess the work of pupils and engage them in the process, it is very strong. Pupils' behaviour is good, as is their attitude to work and this contributes to their good progress.

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

- Improve standards in science at the end of Year 6 by:
  - consistently giving pupils opportunities to apply their science skills in other subjects like writing and mathematics.
  - ensuring that more able pupils are challenged to reach the higher levels.
- Raise levels of attendance by:
  - setting out clear expectations for parents and carers.
  - reducing the number of extended holidays taken by families during term time, thereby making a better contribution to pupils' achievement.

## Outcomes for individuals and groups of pupils

2

Pupils are caring and show a mature understanding of the needs and feelings of their peers and those outside the school, demonstrated by their contributions in assemblies and charitable fundraising, for example recently contributing to MacMillan Cancer Care. They relish the opportunities for responsibility and take these up by assuming a number of important roles. These include acting as members of the school council, eco warriors, prefects and the way in which older pupils help younger ones. The school council has an important role in involving all pupils in the life of the school, encouraging their suggestions for improvements. Healthy schools status offers opportunities through which pupils demonstrate a good awareness of what contributes to a healthy lifestyle. They enjoy participating in a wide range of activities, including music, art and sport. Through such activities they are well known in the community. All in all, improving attendance, the number of good attributes pupils demonstrate in their personal development and good basic skills shows they are appropriately equipped to go on to the next stage of their education.

In lessons pupils behave well and show they are ready to learn. Indeed, in the best lessons there is real enthusiasm and pupils display a good range of learning skills. They show that they can work together well, take initiative and respond well to challenges. Where teaching is less effective, pupils are more passive learners and complete tasks diligently but with less enthusiasm. Good contributing factors to the development of the whole child are the average standards attained from low starting points and the overall good progress in learning as seen in pupils' work. Since the previous inspection, attainment has improved, most noticeably in mathematics. In 2009 two fifths of pupils who took the end of Year 6 test in mathematics attained the higher level. By contrast, in science a smaller proportion than the national average reached the higher level. Nonetheless, the school's determined actions are leading to improvements. The quality of learning and progress are good overall. Pupils with special educational needs and/or disabilities and those learning English as an additional language receive high-quality support from teaching assistants both in and out of the classroom. Because learning needs are established quickly and interventions well planned, they make good progress.

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*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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of care, guidance and support is good. The work has a positive effect on pupils' personal development. Close monitoring of pupils' progress and their well-being ensures that all pupils are supported well. Pupils facing barriers to their learning are extremely well supported; for example, through the excellent work of the learning mentor and teaching assistants in supporting individual learning needs and those pupils learning English as an additional language. Academic mentoring provided to targeted pupils, whose progress may be slipping behind that of their peers, is of high quality. Relationships are respectful and very positive. Transition arrangements are effective and pupils are provided with high-quality guidance and support to prepare them for the next stage in their education.

The quality of teaching is good. Teachers have good subject knowledge and use resources to stimulate learning well. For example, in a literacy lesson in a Year 3 classroom, the teacher introduced a variety of prompts, including video clips of dinosaurs. This effectively caught the attention of all pupils and helped them to make collaborative notes and to develop their own writing. In the best lessons, 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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encourage pupils to act as resources for each other: for example, through talking in pairs and in groups to discuss each other's developing thinking. Teachers provide pupils with clear feedback so they are motivated to work effectively and to reflect on how they can improve.

The curriculum is good and focuses well on the development of basic skills, particularly numeracy and information and communication technology (ICT). Displays around school exemplify good links between subjects. Different faiths and cultures are represented in areas of the school. The effective teaching of French provides pupils with enjoyable opportunities to learn a modern foreign language. Art and

music are promoted well, with the fruits of that work evident in excellent models of pirates and displayed animations. The curriculum is monitored well at different levels throughout the school, with areas for development clearly recognised through ongoing curriculum review. Pupils' personal development is promoted through the effective teaching of social and emotional aspects of learning and through the positive ethos of the school. Extra-curricular activities enhance the main curriculum with an excellent range of well-attended activities. The curriculum meets the needs of pupils learning English as an additional language or with special educational needs and/or disabilities well.

*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	2
<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 leadership provided by the headteacher is central to the school's success. Because all share a clear vision, ambition is clearly communicated and the drive for improvement is evident. The headteacher provides clear direction enabling its continued good development. She has effectively built a team of teachers, support staff and senior leaders who share her values and has taken the lead in establishing and maintaining excellent links with other schools. Outstanding partnership working has contributed effectively to raising standards in mathematics through a shared approach to teaching activities and to developing the school's curriculum. The headteacher receives good support from her deputy headteacher, who provides a good role model for teaching and learning. All teachers are actively engaged in the tracking of pupils' progress, which is rigorous and for which teachers are held to account. Governors possess a wide range of skills and offer a good level of challenge and support.

The leadership of the school ensures that all procedures relating to safeguarding pupils

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are good and ensures their health and safety through high-quality care and a rigorous analysis of risk. The school promotes equality of opportunity well and tackles discrimination effectively. Leaders and staff have worked tirelessly to build and sustain a close partnership with parents and carers. The school promotes community cohesion well. Leaders ensure that pupils make a good contribution to the wider local and global community through active links with other schools, the school's teaching of respect for all people and its active promotion of charity and aid work.

*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>2</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>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Views of parents and carers**

A very large majority of parents and carers are happy with all aspects of the school's work and its effectiveness. A very small minority felt that the school does not help pupils to have a healthy lifestyle and that they are not prepared well for the future. Some parents and carers felt that the particular needs of their child are not met and that the school does not deal effectively with unacceptable behaviour. Inspectors find that the school provides a wide range of information about pupils' progress. Pupils are prepared well for their future, they are actively encouraged to have a healthy lifestyle, individual pupil needs are met well and rare unacceptable behaviour is managed well.



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

Ofsted invited all the registered parents and carers of pupils registered at Lomeshaye 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	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.**



15 January 2010

Dear Pupils

Inspection of Lomeshaye Junior School, Nelson, BB9 7SY

Thank you for welcoming the inspection team to your school for its recent inspection. We appreciated your politeness and enjoyed talking with you. We were impressed with your maturity and responsible actions. You know how to stay safe and you adopt healthy lifestyles. Well done! Your behaviour is good too. In addition to these positive attributes, you also make good progress in your learning and reach the standards expected by the time you leave for secondary school.

So how does this happen? First of all your school is led and managed well. All adults play their part in the smooth running of the school and wanting the best for you.

Your headteacher, the teachers and teaching assistants give good help and support and the governors keep a close eye on the school. Through the hard work of the adults the school provides you with good levels of support, guidance and care, and good teaching. The subjects you learn are interesting too, and it is good to hear about your involvement in the school council and raising funds for charities like the MacMillan Cancer Care. We know you enjoy these activities, along with your after-school clubs and lots of interesting visitors.

So what does the school need to do to get even better? We have asked your leaders to build on the school's existing strengths by raising standards in science, enabling everybody to do as well as they can. We have also asked your parents and carers to avoid taking extended family holidays during term time so that it does not hold back pupils' achievement.

We know you will do your part in helping to do these things. After all, you attend a good school. Congratulations!

Yours sincerely

Mr Michael Onyon

Lead Inspector

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