

# Longshaw Community Junior School

Park Lee Road, Blackburn, Lancashire, BB2 3NX

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in reading, writing and mathematics during their time in the school. This includes disabled pupils and those with special educational needs.
- Most teaching is good, and some is outstanding. Teachers know pupils well and have high expectations.
- Pupils' performance is carefully monitored and this is helping to improve teaching and raise achievement.
- Pupils get effective help and support when they need it.
- Behaviour is good. Pupils are keen to learn and they get on well with their teachers and each other. They feel safe and well cared for in school.
- School leaders and governors are strongly committed to making the school better. They know how well it is doing and where it needs to improve.

### It is not yet an outstanding school because

- Pupils are not always given enough opportunity to take the lead in their own learning and to think, learn and work independently.
- Teachers do not always make sure that work is matched closely enough to pupils' needs, particularly for more-able pupils, so that they can reach the highest levels and make more than expected progress.
- Teachers do not always ask questions that lead to pupils having a deeper understanding of their work.
- Teachers do not always give pupils clear enough advice about what they need to do to improve their work, and do not always check that this guidance is followed.

## Information about this inspection

- Inspectors observed 22 lessons, including one joint observation with the headteacher. They also made short visits to four other lessons and visited a school assembly.
- Meetings were held with school leaders and with three governors, including the Chair of the Governing Body. A meeting was also conducted with a representative from the local authority.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 3 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the school advisor's reports were also considered.
- Too few responses were received to analyse in the online questionnaire (Parent View), but inspectors considered responses to a school parental questionnaire. They also took into account responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Karen Bramwell

Additional Inspector

## Full report

### Information about this school

- This is an above-average-sized primary school, with 11 classes.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion supported at school action plus or who have a statement of special educational needs is also above average.
- The vast majority of pupils are from White British backgrounds.
- A new headteacher has been appointed since the previous inspection, and there have been several other staffing changes. Three teachers joined the school this year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching and learning by:
  - ensuring that teachers plan lessons that provide more opportunities for pupils to think, learn and work independently
  - making sure that there is more consistency in teachers' marking so that pupils are always given clear advice about what they need to do to improve their work, and that teachers check that this guidance is followed
  - ensuring that questioning is used to deepen pupils' understanding as well as to reinforce their knowledge.
- Raise achievement by:
  - ensuring that work is always closely matched to the needs of all pupils, particularly the more-able.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment in reading, writing and mathematics is, typically, significantly below average when they join the school in Year 3. They make good progress during their time in the school and at the end of Year 6 attain standards that are below, but much closer to, the national average.
- In 2012 there was a dip in performance, and attainment and progress in English and mathematics at the end of Key Stage 2 were well below average. Current Year 6 pupils are on course to achieve outcomes that are much closer to the national average in assessments this year, with a higher proportion than in the past making better than expected progress.
- The school's detailed tracking information shows that pupils are currently making good progress and achieving well throughout the school, whatever their starting point. This is supported by lesson observations and work in pupils' books.
- Pupils make good progress in reading during their time in the school. They are encouraged to read regularly, both at school and at home, and have a good knowledge of phonics (letters and the sounds they make). By the end of Year 5 pupils read fluently and well.
- The school has focused on improving writing, which was identified as an area for improvement at the last inspection. A new writing scheme has been introduced. Better teaching with more of an emphasis on spelling, punctuation and grammar has led to rising achievement. Work in pupils' books shows that they write effectively in a variety of styles.
- The dip in performance in 2012 at the end of Key Stage 2 was caused by weaker performance in mathematics. The school's data show that this is not a consistent trend and that weaknesses have been addressed. Pupils are now making good progress in mathematics across the school.
- Over half of the pupils are eligible for the pupil premium, and they make progress similar to the rest of the pupils in the school. Test results for these pupils at the end of Key Stage 2 show that they are around one term behind other pupils in English and mathematics, although school evidence shows that this gap is closing. This shows the school's effective promotion of equal opportunities.
- Disabled pupils and those who have special educational needs make good progress because of the good support they receive both in lessons and in small-group sessions. Progress information shows that they do as well as their classmates.

### The quality of teaching is good

- Most teaching is good and some is outstanding. This enables pupils to learn well. There is a positive climate for learning in classrooms, and pupils are keen to learn. Teachers know pupils well and have high expectations. They use praise effectively to motivate and engage pupils.
- Teachers plan enjoyable lessons that generally meet the needs and interests of pupils. All lessons have clear learning objectives, and teachers use questioning effectively to reinforce pupils' understanding.
- In the best lessons, where pupils make the most rapid progress, imaginative work is carefully matched to different pupils' needs. Questioning is used skilfully to deepen and challenge pupils' understanding and there are opportunities for pupils to work independently or in groups, investigating ideas or solving problems.
- For example, in a history lesson about early castles pupils were enthusiastically engaged in a variety of tasks including building a model, researching the strengths and weaknesses of castles and writing from the point of view of an attacker or defender. The work was carefully matched to pupils' abilities and so all pupils were fully engaged and greatly enjoyed the lesson. As a result, they made excellent progress.
- In other lessons, where progress is less rapid, pupils have fewer opportunities to take the lead in

their own learning and to think, learn and work independently. Teachers ask questions that reinforce rather than deepen pupils' understanding and work is not always matched closely enough to their abilities. More-able pupils, in particular, are not always given work that is challenging enough. In these lessons the pace of learning is slower and pupils do not have enough opportunity to reach the highest levels and make more than expected progress.

- The quality of teachers' marking is variable. At best, pupils are given detailed feedback and comments, together with specific suggestions for improvement, and teachers check that this advice is followed. Other marking is less detailed and does not provide pupils with enough information about what they need to do to improve.
- Teachers and teaching assistants work well in partnership to ensure that effective assistance is given to pupils who need it, either in class or in support sessions. This includes pupils who are disabled or have special educational needs and those who are eligible for the pupil premium. As a result, these pupils make progress at the same rate as other pupils in the school.

### **The behaviour and safety of pupils are good**

- Pupils behave well. They have positive attitudes to school and are typically courteous and respectful. In lessons they are keen and eager to learn, and cooperate well with their teachers and with each other. Around school and during break and lunchtime they are polite and friendly and behave responsibly. Attendance is above average.
- Pupils feel very safe in school and say they are well cared for. The school employs a pupil well-being coordinator who liaises closely with teachers and parents to ensure that pupils' emotional needs are well met.
- Virtually all parents who responded to the school's survey agreed that the school keeps their children safe. Staff agree, and inspection evidence confirms these views are accurate.
- Pupils have been taught how to keep themselves safe in different situations, including road safety and when using the internet. They have a good knowledge of different forms of bullying but say that it is rare in school and quickly sorted out if it happens.
- School behaviour logs show that poor behaviour is rare, but it is dealt with appropriately and effectively when it occurs. A consistent approach to managing behaviour means that learning continues without disruption.
- Pupils take on responsibility and contribute to the school in a variety of ways, such as house captains or as members of the school council. Older pupils regularly assist younger pupils with reading. This makes a good contribution to their spiritual, moral, social and cultural development.

### **The leadership and management are good**

- Leaders and managers, including governors, are very ambitious for the school. Senior leaders have a clear sense of direction and a strong commitment to improvement. Key issues from the previous inspection have been addressed, particularly in improving the teaching of writing. As a result, achievement has increased.
- Improved systems to track and monitor pupils' performance have been introduced. As a result, the school has a clear and accurate picture of how well it is doing and where further improvement is needed. The school improvement plan accurately identifies these areas and sets ambitious but realistic targets.
- Information on pupils' progress is used to judge how well teachers are doing. This is used to identify where further training and support are needed, and taken into account when recruiting new staff. As a result, the quality of teaching has improved. The information is also used when making decisions about teachers' pay.
- Pupils' progress is regularly and accurately monitored. Any underachievement is addressed by providing pupils with extra help when they need it. As a result, there are no significant

differences in the progress of different groups of pupils.

- The curriculum is organised to provide a good range of learning opportunities which engage pupils' interests and ensure their good progress. A range of activities, visits and trips add enrichment. For example, Year 6 pupils spoke enthusiastically about a recent residential visit to an outdoor activity centre, as well as a visit to Blackburn Rovers where they programmed robots. As a result, the curriculum promotes good behaviour and contributes to pupils' good spiritual, moral, social and cultural development.
- The local authority contributes to reviewing the performance of the school and the headteacher. It has an accurate view of how well the school is doing and has provided support in identifying and delivering training for staff and governors.
- **The governance of the school:**
  - Members of the governing body are well informed about how well the school is doing because they gather first-hand information about this when they visit the school. They also have a good understanding of what the data say about the school's performance. As a result, they know the school's strengths and where it needs to improve further. They challenge the school to do better through robust questioning. Governors hold the headteacher to account for improvements in the school, setting performance targets which are reviewed regularly. They also ensure that teachers' performance is taken into account when making decisions about pay. Governors have a good understanding of their responsibilities. They have a good knowledge of how pupil premium funding is spent and how this affects pupils' performance. They make sure that finances are well managed and that the school meets its statutory duties, including those related to safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119119
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	412070

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

<b>Type of school</b>	Junior
<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>	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	D Rintoul
<b>Headteacher</b>	P Hawthornthwaite
<b>Date of previous school inspection</b>	2 October 2008
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