



# Longshaw Community Junior School

Inspection Report

**Unique Reference Number** 119119  
**LEA** Blackburn with Darwen  
**Inspection number** 280467  
**Inspection dates** 10 October 2005 to 11 October 2005  
**Reporting inspector** Gordon Alston

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

<b>Type of school</b>	Junior	<b>School address</b>	Park Lee Road
<b>School category</b>	Community		Blackburn
<b>Age range of pupils</b>	7 to 11		Lancashire, BB2 3NX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 296450
<b>Number on roll</b>	258	<b>Fax number</b>	01254 296451
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Jennie Gohil
<b>Date of previous inspection</b>	1 December 1999	<b>Headteacher</b>	Ms Pamela Barnes

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 10 October 2005 - 11 October 2005	<b>Inspection number</b> 280467
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Longshaw is a junior school in Blackburn, Lancashire, with 256 pupils on roll, from age 7 to 11. The school serves an area serving an area of social deprivation and almost 40% of the pupils receive free school meals. The overall attainment of the pupils on entry to the school was average for the 2005 Year 6 pupils, but below average for other year groups in the school. The proportion of pupils who have learning difficulties is above average. Very few pupils do not have English as their first language.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is an improving school. It cares particularly well for its pupils and meets their personal needs effectively. It is working hard to improve its overall effectiveness, which is currently satisfactory. Teaching and learning are satisfactory overall, reflected in the progress pupils make and standards achieved. However there are strengths in the teaching, particularly in science where standards are above average. Standards could be higher in English and mathematics, where the most able pupils are not always challenged sufficiently. Pupils' personal development is good. They enjoy school and feel secure and safe. Their behaviour is excellent, their attendance is average and they make a good contribution to the day-to-day working of the school. The school provides a good curriculum, enriched by lots of out of school opportunities in which pupils participate enthusiastically. The headteacher is leading the school well and subject leaders are beginning to develop their roles. In some aspects the school's self-evaluation is too generous and the school's monitoring and evaluation of the effectiveness of its strategies to raise standards are not rigorous enough. Nevertheless, the school has the capacity to improve further and it provides sound value for money.

### What the school should do to improve further

- Evaluate more rigorously the effect of the plans to improve teaching.
- Raise standards in English and mathematics by ensuring all pupils are sufficiently challenged.

## Achievement and standards

### Grade: 3

The inspection finds that the pupils' overall achievement is satisfactory. They make satisfactory progress throughout Years 3 to 6. At the end of Year 6 standards are average in mathematics and reading but below average in writing. This is because there is insufficient emphasis placed on writing. The consistently good results in the national science tests are strength of the school and pupils are enthusiastic about science. Over time the test results have been variable in English and risen in mathematics, although the more able pupils have not always made enough progress. The school is beginning to tackle this problem by tracking individual pupils' progress more rigorously. The higher attaining pupils are identified earlier and are now taught in small groups of similar ability in mathematics and English. However, this has not yet significantly increased the number of pupils exceeding the level expected of an average pupil. Pupils with learning difficulties make satisfactory progress and are well supported in lessons, with some good work in withdrawal groups. The small number of pupils whose first language is not English make satisfactory progress to reach the targets they have been set. The pupils with behaviour difficulties overcome their problems during their time at school.

## **Personal development and well-being**

### **Grade: 2**

The pupils' personal development is good with some outstanding features and this agrees with the school's own assessment. Pupils' spiritual, moral, social and cultural development is good overall. Pupils enjoy coming to school; they like their teachers and are keen to learn. They have very positive attitudes and their behaviour is excellent. Pupils are clear about right and wrong and they readily express their views on matters relating to the environment. They clearly recognise that they are part of a community and that they have responsibilities as well as rights. Attendance is average and rising as a result of hard work led by the headteacher.

Throughout the school, lessons and other activities provide pupils with experiences that prepare them well for life outside the school. For example, older pupils respond very sensibly to their role as prefects or as members of the school council. Pupils are aware that eating healthy food and doing exercise is good for them. Assemblies and lessons provide pupils with good opportunities to reflect on and learn about moral and social issues. Pupils have a good introduction to other cultures through a range of religious practices. Across the curriculum, there are very good opportunities for pupils to learn directly about a wider range of cultures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. The inspectors also observed good teaching and outstanding practice. The school judges teaching to be good but this is not yet a consistent feature throughout the school. Teachers plan carefully in most subjects and ensure that pupils work hard but there are shortcomings in the quality of planning for English and pupils do not have enough practice at writing. Mathematics is often well taught but the teaching of mental mathematics and problem solving fails to give pupils the confidence to answer questions correctly and quickly. Pupils' enthusiasm for science, combined with the results they achieve, reflects lively and demanding teaching which could serve as a model to improve the quality of lessons in other subjects.

Where the teaching is good lessons proceed at a rapid pace that makes learning exciting. This was very evident in a Year 4 class when pupils were writing poems, learning new vocabulary and basic skills of literacy, and making good progress. The work of pupils with learning difficulties is also carefully tailored to their needs, as is the teaching of English as an additional language. By contrast, the less effective teaching focuses too much on consolidating what pupils already know and lacks challenge.

The teaching is supported by the good relationships between adults and pupils, throughout the school. The teaching assistants support the teachers well.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good and well balanced curriculum, which is enriched by a wide range of outings, visitors and additional learning opportunities. Practical experiences for pupils in science and geography develop their understanding well in these subjects. The school provides an extensive range of fieldwork trips and residential experiences, which are much appreciated by pupils. There are many clubs and after school activities, especially in sport and music. The pupils enjoy them and are rightly proud of their many successes in both of these spheres. Pupils from all classes take part in choir and ensemble performances, both with other schools and in the wider community. The school's provision for the extension of pupils' learning to develop special interests and social skills makes a notable contribution to their personal development. In discussion pupils said that there was always 'something for everyone to be good at'.

Pupils gain good insights into the beliefs and traditions of others through a rich curriculum in religious education and history, where they learn tolerance and understanding of the others' viewpoints. The personal, social and health education of pupils is well promoted and is reflected in the sensible choices pupils make about their conduct and their eating choices.

## **Care, guidance and support**

### **Grade: 2**

The pupils are well cared for and the procedures to ensure pupils' health and safety are good. The staff remove risks and eliminate dangers in all aspects of learning. The school's procedures for supervision of outdoor play and lunchtimes are good and ensure the safety all pupils. Adults know the pupils well and their social development is monitored and supported effectively. However, the monitoring of pupils' academic progress is a weakness because the teachers' assessment does not show the school precisely what is needed to raise standards. Support assistants work effectively with pupils with challenging behaviour. They provide good support for pupils who find school difficult and are available to resolve issues quickly. Child protection procedures are in place and pupils who are at risk are effectively identified and supported. The school works very successfully with external agencies. Staff listen well to the views of pupils and parents, and take note of their suggestions for making the school better. A well attended breakfast club gives a good start to the day for many pupils and contributes well to good punctuality.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher has led the school effectively since her appointment in 2003 and created a caring learning environment. She has already started a drive to raise standards conclusively and has already been successful in improving attendance and behaviour. Self-evaluation is

developing with the support of the staff and the governing body, but it is not yet accurate in overall judgements on effectiveness. Subject coordinators are keen to see standards improve further and have clear action plans. Although the school has introduced measures to raise standards it does not monitor the impact of these measures rigorously enough. Clear targets for pupils have now been introduced and a system to measure individual pupils' progress is in place to identify underachievers. The headteacher regularly seeks the views of parents and pupils and acts on them. Financial management is satisfactory. Governance is satisfactory and governors know how the school is progressing and are now in a position to become more challenging and supportive and to develop their role as a 'critical friend'. As a result, morale is high and the school has a good capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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12th October

Dear Children

It was great fun to work with you and your teachers for two days this week. I am very grateful to you for the friendly and helpful way that you welcomed me.

What I particularly liked about your school

It was clear from watching lessons and talking to you that you enjoy school, behave very well and help each other a lot.

The way that the school council listens to all your views and helps to make decisions in the school.

How your healthy tuck shop is run and the notice that you take about staying healthy and safe.

I was pleased to see all the clubs you can attend how keen you all are to take part in these.

Your teachers look after you well and want you all to do as well as you can.

The headteacher, staff and governors know what they need to do to make your school even better.

Your parents like the fact that you attend this school and they think it is a very caring school.

We have asked your teachers to look at the following things to make school and your progress even better:

To help you become even better at writing. This means that they will give you more opportunities to write in the books of all the subjects that you do.

To see if they can improve how quickly and confidently you can answer mental maths questions and solve mathematical problems.

That the teaching in all lessons is as good as the teaching we saw in the lessons you enjoyed most and learned a lot.

Best wishes for the future.

Yours sincerely

Gordon Alston

Inspector

Annex B