

# Blackshaw Lane Primary & Nursery School

Blackshaw Lane, Royton, Oldham, Greater Manchester, OL2 6NT

**Inspection dates** 30–31 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- It certainly lives up to its motto of 'life-long learning' built on 'mutual trust and respect'.
- Children in the Early Years Foundation Stage make good progress from their different starting points.
- Most pupils, including the most able, make good progress because they are taught well. Sometimes teaching is outstanding.
- The strong relationships pupils have with staff help them to grow in confidence and try hard.
- Pupils feel safe and are keen to learn. Their behaviour and attitudes to learning are good and sometimes outstanding.
- The school has stepped up a gear since the last inspection. The headteacher, senior leaders and governors have shown a real passion and determination to improve the school. As a result, there are significant improvements in teaching, achievement and attendance of pupils.
- Positive relationships exist with parents and the wider community.
- Strong partnerships exist with local schools. These help to share practice and improve the quality of teaching and learning.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. Sometimes the most able pupils do not get on to harder work soon enough.
- Teachers' marking does not always help pupils to improve their work.
- Pupils have too few opportunities to practise their mathematical skills in solving real-life problems.
- Standards reached by the end of Year 6 are not yet high enough.
- Plans to improve the quality of teaching and achievement are not always clear in how their impact on pupils will be measured.

## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, including one observation carried out jointly with the headteacher.
- Inspectors looked closely at pupils' work in lessons, in books and on display around school. Inspectors also talked to pupils about their work and listened to them read.
- Meetings were held with the headteacher and other school leaders. Discussions were also held with governors, including the Chair of the Governing Body and a representative from the local authority. A telephone conversation was held with an external partner provided by the local authority to work with the school.
- The inspectors carefully examined school documents including school improvement plans, the school's checks on how well it is doing and pupil progress data. Inspectors also checked attendance and behaviour records, minutes of governing body meetings and documents relating to safeguarding and child protection.
- Inspectors took account of 23 responses to the online questionnaire (Parent View) and the results of the school's own survey of parental opinion. They also spoke informally to some parents and other family members who were dropping their children off at school. Additionally, inspectors reviewed nine voluntary questionnaires returned by staff.

## Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Robert Pye

Additional Inspector

## Full report

### Information about this school

- This school is an average-sized primary school.
- The large majority of pupils are of White British heritage.
- Fewer pupils than seen nationally are supported by the pupil premium. The pupil premium is additional funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been significant changes in staff since the last inspection.
- The school provides before and after-school clubs which are subject to a separate inspection.
- The school is part of the Royton and Shaw Collaborative of local schools.

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

- Improve the quality of teaching so that a greater proportion is outstanding and so raise standards to above average, particularly in mathematics by the end of Year 6, by:
  - ensuring that the most able pupils are quickly moved on to harder work in lessons
  - ensuring that teachers always provide marking that helps pupils to know how to improve their work and time to show they have understood
  - providing more opportunities for pupils to use their mathematical skills to solve real-life problems.
- Improve leadership and management further, by ensuring plans produced by school leaders are more precisely measurable in how they will improve the quality of teaching and the achievement of pupils.

## Inspection judgements

### The achievement of pupils

is good

- Children begin the Early Years Foundation Stage with skills that are typically expected for their age. A significant number then join in Reception class with skills below those expected. However, most children make good progress from their different starting points, particularly in their communication skills and ability to become independent and they are well prepared for Year 1.
- Pupils continue to make good progress in Key Stage 1 and generally reach standards significantly above average overall. Standards rose in 2013 to significantly above the national average in reading, writing and mathematics.
- The achievement of pupils in Key Stage 2 is now also good. This is a much improved picture from the last inspection, when not enough progress was being made, especially in Key Stage 2. Most pupils in all classes in school last year made good progress in reading, writing and mathematics and this is also the case for current pupils in the school.
- Although standards are rising these improvements have not yet had time to show fully in the Year 6 national test results. So in 2013, standards in reading, writing and mathematics were broadly average, with not enough pupils making better than the progress expected of them or reaching the higher levels in mathematics, especially the boys. However, this has now been successfully addressed. The work of the current Year 6 pupils clearly shows that standards are due to rise in 2014, particularly in mathematics at the higher levels and for boys. The most able pupils achieve well overall.
- Standards in reading are rising due to good teaching and good quality extra help from skilled teaching assistants. In the 2013 Year 1 check on reading, pupils attained slightly higher than is expected by pupils nationally. This reflects pupils' good grasp of the sounds that letters make. Reading skills continue to be taught well in Key Stage 2 and pupils are encouraged to read at home as well as in school.
- Pupils' love of reading is clearly evident across school and pupils were eager to tell inspectors about their favourite books and authors.
- Writing is taught well throughout the school and teachers provide lots of different reasons for pupils to write and discuss their ideas through a focus on 'talk for write'. Spelling, punctuation and grammar are also taught well, resulting in standards in Year 6 in 2013 being above average.
- In mathematics, pupils are doing well in basic number work and calculation and lots of mathematical displays around school stimulate pupils' interests and knowledge. However, pupils are not given enough opportunities to use their skills to solve real-life problems and this hinders their progress.
- Pupils enjoy learning how to use information and communication technology (ICT) resources to support their work.
- Disabled pupils and those with special educational needs make good progress due to the well-targeted additional support they receive.
- In 2013, the standards reached by pupils supported by extra funding, including those known to be eligible for free school meals, were half a school term behind similar pupils nationally. In this school, these pupils were about three and a half terms behind other pupils in reading and writing and one term behind in mathematics. School data and work seen by inspectors confirmed that the gap in their attainment and that of others in the school is now closing rapidly in reading, writing and mathematics.

### The quality of teaching

is good

- Teaching is usually good and occasionally outstanding. Teachers and support staff know the pupils very well and use this knowledge to plan tasks that interest and excite them. Their highly positive relationships with pupils ensure that there is much mutual respect. A typical comment

was, 'We like our teachers because they like us and are kind.'

- Teaching assistants provide skilled extra support for pupils who need it, knowing exactly what to do to support them, especially in their reading.
- Staff go out of their way to treat pupils as individuals and celebrate their achievements. This helps pupils to become more self confident and aim higher in their work.
- Teaching in the Early Years Foundation Stage is good. Teachers and support staff are quick to capture opportunities to improve children's learning and develop their independence.
- In lessons when pupils' learning is good or better, teachers inspire pupils, such as in a Year 6 mathematics lesson. Pupils displayed great excitement in solving a variety of highly creative mathematical problems that really challenged their thinking and made learning fun.
- Teachers use their good subject knowledge well to question pupils to check on their progress and move them on to the next steps. This was seen in a Year 2 English lesson, where the most able pupils were challenged to write an alternative traditional tale from the point of view of one of the characters and the teacher prompted and challenged the pupils' use of appropriate language. This led to high quality writing such as, 'I was in an old rusty children's home filled with other people like me'.
- However, in some lessons, work for the most able pupils is sometimes too easy and opportunities are missed to move them on quickly to harder work.
- Although the quality of marking is improving, teachers do not always make it clear to pupils what they need to do to improve their work and give them time to respond to the advice given.

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

- The behaviour of pupils is good and sometimes outstanding. They enjoy school, want to learn and are eager to get to class on time. This is reflected in their above average and rising attendance.
- Pupils are respectful, courteous and welcoming to visitors. They have very positive relationships with teachers and support staff.
- Pupils particularly enjoy Friday whole-school celebration assembly. This is very well attended by parents and helps promote pupils doing their best and everyone being 'special' with the emphasis on the importance of 'being me'.
- Teachers' high expectations for good behaviour and the work done on what is called, 'Restorative Justice' is clearly understood by pupils. Pupils show this by working and playing well together and taking responsibility for their actions.
- Pupils show respect for other cultures and faiths and understand the rights of people to hold different beliefs. A typical pupil comment was, 'It doesn't mean you are wrong to believe in different things, as long as you lead a good life and are kind to others.'
- They very much enjoy the jobs they are given, such as being a playground friend or a recycling monitor. This helps to develop their caring approach and love of the environment.
- Behaviour is at its best when teaching is also at its best. However, when teaching fails to meet the interests and learning needs of pupils well enough, some pupils' concentration wavers and they begin chatting. This slows the progress pupils make.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and know a lot about staying safe and healthy. They know about stranger danger and older pupils were keen to tell inspectors about how to stay safe on the internet. 'Never give any personal details because you don't really know who you are talking to', was a typical comment.
- Pupils show a good understanding of the different forms of bullying. They say it does not happen very often, but always gets sorted out fairly by staff when it does.
- Parents' responses in the 'Parent View', the school's own surveys and conversations with inspectors all show parents are pleased with the standard of behaviour and safety in the school.

**The leadership and management are good**

- The headteacher shows a steely determination to improve the school. Ably supported by the deputy headteacher, she has galvanised senior leaders, staff and governors to successfully improve the quality of teaching, and pupils' achievement and attendance.
- The significant changes in staffing since the last inspection have been managed well and underperformance in teaching tackled head on. Teachers are well supported in improving their teaching through training, sharing practice and regular checks by senior leaders. As one new teacher wrote in response to the staff questionnaire, 'The staff (especially leadership), have given me lots of support over the year. They have helped me develop and improve my teaching.'
- The progress of pupils is tracked very closely. Any pupils not learning well enough are spotted quickly and given the support they need. This shows the school is committed to giving every pupil an equal opportunity to learn.
- Senior and middle leaders use their accurate understanding of how well pupils are learning to plan priorities for improvement. However, although these are the right priorities, it is not always clear how their impact on the pupils is to be measured.
- The range of subjects is planned creatively to offer stimulating opportunities to develop life skills, such as Year 3 pupils navigating the local area using individual maps and identifying what makes it unique. Pupils also learn Spanish.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Good links exist with parents and the community and opportunities for life-long learning are enthusiastically supported.
- Strong links exist with schools locally to help staff to share their practice and learn from one another. This is already having an impact on improvements in teaching and the progress of pupils.
- Good use has been made of the additional primary school sports funding to improve the quality of sports coaching and the range of sports for pupils to try, such as cricket.
- The school has received good support from the local authority by the provision of an external school improvement partner to work closely with school leaders in particular.
- **The governance of the school:**
  - Governance is good. Governors visit regularly and know the school well. They are keen to leave no stone unturned as they strive to make the school the best it can be. Governors are well trained and ask searching questions of senior staff to check the accuracy of the information they receive, especially on the progress of pupils. They have supported the headteacher in eradicating previous underperformance in teaching. Extra funding is used well for the benefit of those pupils who are eligible and their progress is tracked. Governors have a good understanding of how well pupils are doing in comparison with other schools. The Chair of the Governing Body actively promotes the world of science, technology and engineering in school and this helps pupils gain a better understanding of their importance in life and the world of work.
  - Governors ensure that the progress of pupils is closely linked to teachers' pay rewards and that safeguarding arrangements meet requirements.

## 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>	105652
<b>Local authority</b>	Oldham
<b>Inspection number</b>	430984

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jason Wylie
<b>Headteacher</b>	Angela McCormick
<b>Date of previous school inspection</b>	24 April 2012
<b>Telephone number</b>	0161 770 6711
<b>Fax number</b>	Not Applicable
<b>Email address</b>	info@blackshaw-lane.oldham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

