

Inspection of Shadsworth Junior School

Arran Avenue, Lancashire BB1 2ET

Inspection dates: 9–10 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this school?

Leaders, governors and staff are ambitious for all pupils. Everyone is committed to ensuring that pupils have the best start in life. Pupils are well looked after and are all valued members of the school. This includes pupils with special educational needs and/or disabilities (SEND). The school motto, 'Learning today for a better tomorrow', encourages every pupil. The importance of friendship, and hard work and adventure are valued and celebrated.

Pupils are eager learners, are extremely polite and have good manners. They respect each other's rights to be heard and to be safe. Pupils enjoy coming to school and wear their uniforms with pride. Pupils behave well. Should bullying occur, it is dealt with quickly by staff. There is always someone to talk with if they have any worries or concerns.

Leaders prioritise pupils' personal development extremely well. Pupils are proud of the contribution they make to the life of the school and the local community. The responsibilities pupils have in school prepare them well for the future. They also enjoy a wide range of clubs at lunchtime and after school. Partnerships with parents and carers and the wider community are strong.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that ignites pupils' curiosity and love of learning. Disruption in lessons is rare because learning meets the needs of pupils well. Leaders have clearly identified what they want pupils to know by the time they leave the school. In most subjects, the curriculum plans set out the order in which this knowledge is to be taught in a logical way.

By the end of Year 6, pupils' achievement in reading, writing and mathematics is above the national average. The quality of education in science and music is good across the school. In science, pupils in Year 6 explained that the work they had done before helped them to understand the functions of the heart. Younger pupils identify how they can improve their performance in music by focusing on the dynamics in their voices. In mathematics, pupils know what they need to do to improve their work. This is because teachers explain things carefully. Pupils are prepared well for the next stage of their education.

A few subjects are not as well developed, for example geography, history and languages. In these subjects, pupils struggle to remember the key facts that they should know. This is because pupils' learning does not always follow on from what they know already. As a result, they are often unable to build on what they have been taught to support them with new learning. It is evident from the actions leaders are taking that these weaknesses are being addressed. This includes training for staff to ensure that the curriculum in all subjects builds on pupils' previous learning.

Teachers receive training to develop their expertise. They use assessment information accurately to identify pupils who are struggling. Teachers change their plans when they need to so that pupils can catch up quickly. This is particularly successful for pupils with SEND. When advice is given by other professionals, this is used well to support good achievement by pupils with SEND.

Leaders successfully promote a love of reading across the school. The teaching of reading has high priority. Teachers focus on improving pupils' vocabulary. This supports their learning well in other subjects. The books they read match the sounds and words they are learning. Older pupils talk enthusiastically about their favourite authors. A high proportion of pupils are confident, fluent readers by the end of Year 6.

Pupils' personal development is a real strength. Leaders provide many opportunities to raise aspirations. For example, pupils perform with pupils from other schools. They have visited Parliament to listen to debates. Pupils speak positively about the work they do on equality, especially around bullying and relationships. Pupils enjoy the many sporting activities in which they take part.

Governors are knowledgeable about the school and the challenges faced by the community. They support leaders well and hold them account to ensure that the good quality of education is maintained. Governors carry out their role effectively.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Checks are in place to ensure that adults in school are suitable to work with children. All records relating to safeguarding are detailed and well maintained. Staff training enables them to spot potential signs of abuse or neglect. They are vigilant and know what to do if they think a pupil may be at risk. Leaders work together with other professionals to ensure that vulnerable pupils and their families get the help that they need quickly.

Pupils are taught how to keep themselves safe in a variety of situations, including when they are out in the community. For example, visitors from national and local charities work with pupils so they know how to keep themselves safe when they use the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, such as reading, music, science and mathematics, leaders have ensured that the curriculum is sequenced in a logical way. This helps pupils to know and remember more. Leaders need to ensure that they embed this

approach to the teaching of geography, history and languages so that pupils can achieve equally as well across the curriculum.

- Leaders ensure that staff know how to plan an effective and well-sequenced curriculum in most subjects. Leaders should ensure that staff receive subject-specific training, particularly in geography, history and languages. This will help staff to sequence and deliver a curriculum that enables pupils to build on their prior knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119221
Local authority	Blackburn with Darwen
Inspection number	10057974
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair of governing body	Jackie Gallagher
Headteacher	Jenny Hetherington
Website	www.shadsworthjuniorschool.org.uk
Date of previous inspection	6 February 2018

Information about this school

- Most pupils in the school have attended the nearby infant school prior to joining this school in Year 3.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke with pupils, both formally and informally, about their work and school life. We spoke with members of the governing body, the headteacher, subject leaders and members of staff. We also spoke with a representative from the local authority and the school improvement partner.
- We considered the 10 responses to Ofsted's online survey, Parent View, and the 15 responses from the online staff survey. There were also 25 responses to the pupil survey.
- During the inspection, we reviewed a range of documentation, including curriculum plans, plans for further school improvement, behaviour records and documentation about attendance. We also scrutinised a range of documentation relating to safeguarding.

- We considered some subjects in greater detail. These were reading, mathematics, science and music. We also considered geography, history and Spanish. We held discussions with subject leaders, visited lessons, reviewed pupils' work, and talked with teachers and with pupils about their learning. We also listened to pupils read.

Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

Ian Young

Ofsted Inspector

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