

Ling Bob Junior, Infant and Nursery School

Albert Road, Pellon, Halifax, West Yorkshire HX2 0QD

Inspection dates

14–15 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Pupils' progress is good or improving across a wide range of subjects. Progress across key stage 2 is especially good in reading, writing and mathematics.
- Leaders and managers have focused strongly on improving the quality of teaching to increase pupils' achievement. As a result, teaching is good and pupils' attainment is improving quickly.
- Teachers plan interesting tasks that engage pupils well. Consequently, pupils make a good contribution to their own learning.
- Teachers' skilful questioning helps pupils to overcome misconceptions and gain a good understanding of what is being learned.
- Teaching assistants make a very good contribution to pupils' learning. They give good support to pupils of all abilities, especially those who have special educational needs (SEN) and/or disabilities.
- Pupils behave well and have good attitudes to learning. They are keen to improve their work using teachers' suggestions.
- Children make good progress in early years because of good teaching and leadership. However, more rapid improvement is required for a small number of pupils to attain better.
- Leaders have established high-quality systems to keep pupils, including the most vulnerable, safe. Highly effective systems are in place to support pupils' emotional well-being.
- The curriculum offers many exciting opportunities for learning. Pupils visit interesting places that contribute well to their learning and personal development, behaviour and welfare. Pupils have many leadership opportunities and take them on gladly.
- Pupils are active and enjoy sport. High-quality coaching is provided in many sports.
- The school prepares pupils well for life in modern Britain. Pupils treat each other and adults with respect.
- Governors make a good contribution to the development of the school. They are challenging leaders well to improve outcomes further.
- In key stage 1, pupils are not challenged consistently well to reach the highest standards, particularly in writing.
- Sometimes, leaders have not acted swiftly enough to improve pupils' knowledge, skills and understanding in history and geography.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise attainment further, especially in key stage 1, by ensuring that:
 - work set is appropriately challenging for all groups of pupils, particularly the least able and middle-ability pupils
 - pupils' skills in history and geography are well developed to deepen their knowledge and understanding of these subjects
 - teachers' expectations of what pupils can do are consistently high, especially in writing.
- Further increase progress and attainment in early years:
 - by providing additional challenge in reading, writing and mathematics for those children whose skills are not developing rapidly
 - to ensure that the proportion of pupils attaining a good level of development quickly increases to at least average.
- Increase the impact of senior leaders and governors by making sure that:
 - subject leaders are skilled in checking the quality of teaching and learning in history and geography to ensure good progress is made
 - pupils make rapid progress in key stage 1 and are well prepared for key stage 2.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher relentlessly focuses on making sure that the quality of teaching and pupils' achievements are good. Staff have supported leaders very well and morale is high. Leaders have high-quality systems in place to ensure that pupils' personal development, behaviour and welfare are good. Good leadership has resulted in the school's overall effectiveness being good.
- The headteacher has provided very effective professional support for staff to step up to new leadership roles. As a result, leadership has the capacity to improve the school further.
- Leaders have established very effective systems to support pupils' welfare and emotional development.
- Senior leaders are accurate in their assessment of teaching. A wide range of information is used by senior leaders to check the quality of teaching. Teachers are held to account regularly for the progress pupils are making. Good support and coaching are provided should any be falling short of the school's high standards.
- Senior leaders and subject leaders identify clear actions to improve teaching and progress in subjects. Professional development is targeted sharply at areas for improvement. Leaders use good practice within the school and external support to improve areas of weakness. This has had a very positive effect on the quick improvements made to the teaching of science and writing across the school.
- Pupils study a wide range of subjects and take part in a substantial amount of extra activities. Educational visits make a good contribution to pupils' learning. For example, visits to a seaside resort and to a chocolate factory provided good opportunities for writing from first-hand experience. Although improving, leaders have not taken swift enough action to make sure consistently good learning takes place in history and geography.
- Pupils' spiritual, moral, social and cultural development is progressing well. Pupils have a good understanding of what is required to be a good citizen in modern Britain. There are well-planned experiences across the school for pupils to learn about fundamental British values. Rewards are given to pupils who demonstrate these values best.
- The primary school physical education and sport funding is used very well. Pupils are successful in cross-country, football for boys and girls and cricket, with some pupils invited to Lord's Cricket Ground. Many pupils participate in competitive sport. There are good opportunities for all pupils to benefit from specialist coaching in dance, gymnastics and other sports.
- Extra funding to support disadvantaged pupils is used effectively. It is used to identify and overcome pupils' barriers to learning. Additional learning support helps these pupils progress well. Family support is provided for some of these pupils and their attendance has improved. Organised activities and visits are subsidised, when necessary, to make sure disadvantaged pupils participate in all aspects of school life.
- Government funding for those pupils who have SEN and/or disabilities is used very

effectively. Leaders identify the needs of these pupils precisely and ensure that highly effective support is in place to meet the needs of these pupils.

- Effective support and challenge from the local authority and an independent consultant have supported improvements in the school. They have assisted senior and subject leaders to accurately assess the quality of teaching and improve pupils' achievement.

Governance of the school

- The governing body is ambitious for the pupils and makes a good contribution to leadership of the school. During the past year, governors have increased their challenge to leaders, holding them to account for the performance of the school. Governors have a detailed understanding of the school's performance and have supported leaders well in improving attainment. They have audited their skills and improved their effectiveness by engaging in training.
- Governors check the use of school finance. They receive detailed reports to check the effect of the additional government funding for disadvantaged pupils, and pupils who have SEN and/or disabilities. Governors are well aware of the positive use of the physical education and sports funding and the increased engagement and opportunities for sport. Governors have a good strategic overview of the school.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have made sure that all staff understand that safeguarding is everyone's responsibility. As a result, staff are very clear about their duty to keep children safe and the procedures they must adopt should they have any concerns. Staff are exceptionally confident that the safeguarding team takes swift and appropriate action should issues arise.
- Record-keeping is meticulous. There is substantial evidence to show appropriate links with a range of external agencies to make sure children are kept safe, especially the most vulnerable. Staff's details are checked to make sure they are suitable to work with children, as are the details of governors and volunteers. Other schools are benefiting from the advice and guidance offered by the safeguarding team and members of the school's pastoral support team.
- There is a designated governor for safeguarding who makes sure that regular reports are made and governors are kept suitably up to date about safeguarding.

Quality of teaching, learning and assessment

Good

- Overall, the quality of teaching is good across the school and results in pupils making good, or improving, progress in most subjects.
- Teachers' good subject knowledge enables them to plan interesting tasks that engage pupils well. For example, pupils were exceptionally interested in writing about a tightrope walker preparing to walk between the twin towers of the World Trade Center. This led to high-quality writing and good opportunities for pupils to read out loud.
- Questioning is skilful and adjusted to the varying abilities of pupils. Teachers assess

pupils' understanding quickly and pick up any misconceptions they might have. As a result, pupils make good progress.

- There are good examples of challenging work being set for pupils, especially in mathematics across key stage 2. Pupils are enthusiastic and engage fully when challenged well. There are good examples of challenging work set in key stage 1. However, work set is not consistently challenging enough in key stage 1 to ensure that pupils attain high standards, particularly in writing.
- Teachers check pupils' work regularly and in line with the school's assessment policy. In writing, reading comprehension and mathematics they give good advice for pupils to improve their work. Pupils are conscientious in using teachers' advice and this contributes well to improving the quality of their work and making good progress.
- An analysis of pupils' work showed they are making good progress overall. Leaders have focused well on helping teachers to improve pupils' progress in reading, writing and mathematics. There are good opportunities to write at length and to use mathematical skills in a range of subjects. In science, pupils' work has improved well in key stage 2 and is improving in key stage 1. Pupils' work shows varied opportunities for pupils to develop a deep understanding of historical and geographical skills.
- Teaching assistants are highly skilled and provide good support for pupils. Teachers plan their engagement well and teaching assistants help pupils to make good progress. Teaching assistants use information about pupils who have SEN and/or disabilities exceptionally well and use a range of successful strategies to help these pupils make rapid progress.
- Good relationships and mutual respect exist between pupils and adults. This helps lessons flow smoothly and good learning to take place.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils told inspectors that they enjoyed school and all pupils spoken to said they were safe in school because staff look after them well. Pupils participate well in the many activities that help keep them fit and healthy.
- Pupils have a good understanding of how to stay safe. They receive road safety training, learn how to ride bicycles safely and have a very clear understanding of how to stay safe when using the internet. Computer lessons make a good contribution to pupils' understanding of what to do should a stranger try to contact them using email.
- Pupils know they are listened to and are confident there is an adult they can talk to should they have any worries. A post box is available for pupils to write down any worries and the pastoral support team acts swiftly to resolve any concerns. The school has developed a well-resourced room to support pupils' emotional well-being and this is very effective.
- Pupils vote for the school council and house captains and are developing a good understanding of democracy. Pupils said how much they appreciated the work of the

play leaders from Year 6 and the befrienders, pupils from Year 5, who support other pupils if they have any concerns. There are many opportunities for pupils to develop good leadership skills.

- The school focuses well on pupils' understanding of democracy, liberty, tolerance, respect and the law. One of the values is selected each half term and becomes a focus for work across many subjects. For example, respect was the focus for the half term during the inspection.
- Inspectors noted how respectfully pupils treated each other and the adults who work with them. They enjoy playing together and working well with each other in lessons.
- Pupils said there was little bullying and school records confirm this. They are confident that staff do not tolerate bullying and resolve any issues quickly.
- Pupils are smart and take pride in their appearance. Generally, they take pride in their work and present their work neatly. Occasionally, some pupils do not take enough care and pride in their work and presentation slips.
- Across the school, including the breakfast club, leaders have established very effective systems to support pupils' welfare and safety, including the most vulnerable pupils.

Behaviour

- The behaviour of pupils is good.
- The school is a calm and welcoming place where pupils conduct themselves well inside and outside the classroom.
- Parents make sure their children are punctual to school. Over the past year, attendance has been average and is improving this term. The school has very effective systems to check on those pupils not attending. As a result, the proportion of pupils who are often absent from school is below average.
- Pupils know what is expected of them and contribute well to their learning. They are keen to learn and respond well to improve their work. They cooperate very well with adults in the classroom and are keen to please them. Very occasionally, when the pace of learning slows, pupils lose concentration but do not disrupt others.
- Pupils are keen to behave well and to participate in a wide range of activities because they enjoy the rewards available to them. They are well behaved in the dining room and enjoy the healthy food available to them.
- Parents, staff and pupils believe behaviour is good.

Outcomes for pupils

Good

- Pupils' progress has been improving over the past year or more and continues to improve. Leaders have improved the quality of teaching and raised expectations so that pupils are making good progress overall.
- Current pupils in key stage 2 are making good progress in reading, writing and mathematics. Inspectors found that progress in these subjects is improving in key stage 1 and at least average. An analysis of current pupils' work showed that teachers

in key stage 1 are adopting some of the good practices that are helping pupils progress well in key stage 2. This is supporting continuous improvement.

- Over the past two years, pupils leaving school at the end of Year 6 have made progress that is significantly above average in mathematics and better than average in reading. Leaders acted quickly to improve progress in writing after poor outcomes in 2016. In 2017, pupils leaving key stage 2 made good progress in writing and attainment improved quickly.
- Outcomes at the end of key stage 1 also improved in 2017. Pupils' attainment is now average in reading and mathematics when compared to pupils of similar ability. In writing, more pupils need to write in greater depth. The increase in progress in key stage 1 has not been as quick as in key stage 2. Therefore, overall attainment needs strengthening further to give pupils a very effective start to key stage 2.
- In other subjects, inspectors saw good work in art and technology. Leaders have acted quickly to improve attainment in science and this has worked well. Inspectors found that pupils' skills in history and geography require further development to help them make good progress in these subjects.
- There are too few high-ability pupils for meaningful comparisons to be made about their outcomes and those of similar pupils nationally. Middle-ability pupils and the least able are making good progress in key stage 2 because of good teaching. They need more challenge in key stage 1 to improve their overall attainment.
- Those pupils who have SEN and/or disabilities make much better progress than others nationally. They are benefiting very effectively from skilled support that is well planned to meet the needs of each pupil. Parents indicated that they were very pleased with the support their children are given.
- Disadvantaged pupils are making at least average progress in reading and significantly above average progress in writing and mathematics. Starting points for these pupils vary considerably over time. When analysing the work of these pupils, inspectors noted improving progress and, as a consequence, differences are diminishing between these pupils and others.
- Pupils read widely and often. They say they enjoy reading and were eager to read to inspectors. There are good opportunities for pupils to read in many subjects. Pupils use their phonics skills well to read and are developing a good understanding of what they are reading. They enjoy selecting books for themselves and are given suitable guidance from their teachers. Some are reading challenging texts but more-challenging books for middle-ability readers would help them progress more swiftly. Pupils enjoy the early morning reading sessions and guided reading sessions.

Early years provision

Good

- Children are safe and happy because of the secure procedures that exist in early years and the good links with parents. Relationships between adults and children are warm and nurturing. Children settle quickly in school and enjoy the well-organised indoor and outdoor activities.
- Most children enter the Nursery with skills that are significantly below those typical for their age. Skills in communication and language, along with personal and emotional

skills, are underdeveloped. There is good support from staff to develop speaking and language skills with, when necessary, support from external specialists. Pupils are cared for very well indeed and they quickly begin to play together and cooperate well, with good guidance from adults. Children make good progress in the Nursery.

- A significant minority of children leave and enter early years at the end of Nursery. On entry to Reception, children's skills remain significantly below typical.
- Children, including disadvantaged children and those who have SEN and/or disabilities, make good progress in early years. From their low starting points, the proportion of children attaining a good level of development is still below average, although it has improved year on year for the past three years.
- Good leadership has led to good teaching and improving attainment for children. Teachers and teaching assistants work well together as a team. Consequently, children have wide-ranging experiences and good learning opportunities. Children are excited about learning. Questioning is good and engages children well. Sometimes, children are not challenged further to deepen their learning and to make swift progress.
- There are many opportunities for children to read, write and explore mathematics. Teachers encourage children to make good use of the outdoor facilities. For example, pupils were playing well together on tricycles while others were engaged in counting, reading and writing. Indoors, children were learning how to speak Spanish and singing along to learn words and phrases. Sometimes, children are not challenged well enough in reading, writing and mathematics to make rapid progress.
- Children's interests are known well and adults design activities to meet children's needs. Children cooperate well together and with adults. They enjoy their learning and behaviour is good. Pupils are kind and considerate to each other. They are confident and keen to show adults what they are learning.
- Parents are very positive about early years and the experiences their children are having. They are beginning to use their children's online learning journals to see what their children are doing in school. A family support worker engages with parents to provide help should they need it. The school provides workshops for parents to learn about a range of matters. For example, leaders organised for the school chef to train parents in how to provide healthy food for their children and to identify foods that could be unhealthy.
- The leader of early years makes sure that assessment is accurate and good support is provided for children. However, a small number of children's needs are not identified precisely enough. Although they make good progress, it is not rapid enough for them to attain a good level of development.
- All the appropriate welfare and safeguarding requirements are met in the provision.
- Children's attainment is improving and they are better prepared for learning in Year 1 than in the past.

School details

Unique reference number	107497
Local authority	Calderdale
Inspection number	10037713

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Caroline Booth
Headteacher	Philip Simpson
Telephone number	01422 434000
Website	www.lingbob.calderdale.sch.uk
Email address	admin@lingbob.calderdale.sch.uk
Date of previous inspection	15–16 January 2013

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is well above average. Half of the pupils are disadvantaged.
- Three out of 10 pupils are from minority ethnic groups; this is average. The proportion of pupils speaking English as an additional language is average.
- There are over one in four pupils who have support for SEN and/or disabilities. This is well above average.
- Three out of 100 pupils have a statement of special educational needs or an education, health and care plan. This is above average.
- Children attend part time in Nursery and full time in Reception.
- The school manages a breakfast club for its pupils.
- The school meets the government's current floor standards, which are the minimum

expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.

- The headteacher was appointed to the school on 1 September 2014. The two deputy headteachers were appointed on 1 Septemeber 2017.
- The school meets the requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Three sessions were jointly observed with leaders.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books. Inspectors listened to pupils reading.
- An inspector held a meeting with the chair of the governing body and two other governors.
- An inspector held a meeting with a representative of the local authority and an independent consultant who works with the school.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 20 responses to the online questionnaire for parents (Parent View), 32 responses to Ofsted's staff questionnaire and 19 responses to Ofsted's pupil questionnaire.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Chris Lingard	Ofsted Inspector
Andrew Soutar	Ofsted Inspector

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