

Ling Bob Junior, Infant and Nursery School

Inspection report

Unique Reference Number	107497
Local Authority	Calderdale
Inspection number	356165
Inspection dates	9–10 March 2011
Reporting inspector	Roger Gill

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Mrs Julie Bousfield
Headteacher	Mrs Rosemary Solan
Date of previous school inspection	28 April 2008
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Introduction

The inspection was carried out by three additional inspectors. The team observed teaching and learning in 13 lessons, taught by 13 different teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of evidence including the school's documents for self-evaluation, safeguarding of pupils, the tracking system used to monitor pupils' progress and the work pupils were doing in their books. Inspectors studied the 93 questionnaires completed by parents and carers as well as those from pupils and staff.

- Whether achievement is good or satisfactory with regard to current levels of attainment and pupils' progress given the recent changes in staff.
- If teaching is having a good impact on pupils' learning overall now that staffing is back to normal.
- Attendance levels and whether they are average or low as the percentages over time suggest.
- The provision for community cohesion at a local and wider level given the lack of detail provided in the school's self-evaluation document.
- Methods used for self-review, by senior leaders and the governing body, owing to the brevity of the documentation submitted before the inspection.

Information about the school

Ling Bob is a larger than average sized primary school. The proportion of pupils known to be eligible for free school meals is above average and rising. There are average numbers of pupils from minority ethnic heritages including those learning English as an additional language. An average proportion of pupils have special educational needs and/or disabilities. The number of pupils with a statement of special educational needs is also about average. The school has a small unit for visually impaired pupils. Since the school's previous inspection, it has experienced significant changes in staffing including periods of long-term absence owing to illness, for example. The number of pupils joining and leaving the school partway through their education is higher than is typical nationally. The school has received a number of national awards since 2008 such as: The National Chance to Shine – School of the Year 2009 (cricket); The Diana Memorial Award 2009 (befriending); and an International Schools Award.

There is a children's centre on site, which is not managed by the school's governing body. This facility was inspected separately, at about the same time, and its report will be available on Ofsted's website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Ling Bob is a satisfactory school. Pupils make satisfactory progress despite the disruptions to the normal pattern of teaching and learning, and other potential barriers that have occurred since 2008. Owing to the leadership's strenuous efforts, pupils' progress, overall, did not fall below a satisfactory level during these challenging times. Pupils feel proud of their school and enjoy learning.

Some good and occasionally outstanding aspects of the school have a positive influence on pupils' personal qualities. Good care, guidance and support and the school's excellent systems for safeguarding ensure pupils feel very safe. Behaviour is good, which is a tribute to everyone's hard work in the last two years, including learning mentors and the pupils themselves. The school's good partnerships, its engaging curriculum, and its links in the local community and abroad all contribute well to pupils' development. As a result, their understanding of healthy lifestyles, their contribution to the school as a community and their spiritual, moral, social and cultural development are good. The school engages well with parents and carers in ways that involve them in their children's learning.

Attainment at the end of Year 6 is low but the evidence of inspection shows it is improving securely and that learning and progress are improving quickly, now there is a stable staffing complement. Pupils are currently making satisfactory progress but there have been occasions in the last two years when groups of pupils did fall behind. Pupils are now in a position, with more ambitious targets, to progress even more quickly and to reach higher standards that are at least in line with national averages. Teaching is satisfactory and pupils respond well to the new systems in place to help them reach higher levels. These initiatives include purposeful marking of pupils' work and the listing of targets for them to help them improve. Nevertheless, these strategies have not been in place long enough to have had a substantial impact on pupils' understanding of what to do to reach the next level. Moreover, teaching is not fully galvanized in the job of raising standards because the electronic system that is used to track pupils' progress and set targets is too new to have had much of an effect. Provision for children in the Early Years Foundation Stage is a strength of the school and enables them to make good progress.

Leaders and managers have an accurate understanding of the school's strengths and areas for development. However, while there are some good elements of self-review, written evaluation and action plans to raise standards are not precise or detailed enough. This limits the impact of governors and all other stakeholders in challenging and supporting the school to do better. Nevertheless, the recent advances in pupils' behaviour, learning and safeguarding all demonstrate the school's satisfactory capacity to sustain and extend these improvements.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment, to reach broadly average levels by the end of Year 6, in English and mathematics by:
 - setting more ambitious targets for pupils
 - using the system of electronic tracking more effectively to evaluate and quicken pupils' progress.
- Improve the quality of teaching to make pupils' learning at least good by:
 - using assessments, including those conducted in withdrawal groups, with more precision to plan new work
 - making sure that all pupils know how to reach the next attainment level.
- Establish a more robust system of school self-review that involves governors, senior leaders, staff, parents, carers and pupils in judging the school's effectiveness.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and achieve securely at a satisfactory level from starting points that are well below the typically expected levels. When learning is at its best, lessons are organised well, pupils know what they are aiming for and there is a purposeful buzz of activity in the room. For example, pupils in a Year 5/6 mathematics lesson were managing the differences between the mode, mean, average and range with ease because learning had been so well conceived and orchestrated. Behaviour is good in lessons, and in classes with pupils who find it hard to control their emotions, challenging behaviour is managed most effectively so that the flow of learning is not interrupted unduly.

Learning and progress are satisfactory overall rather than good because assessment is not used precisely enough to enable teaching to set the most ambitious targets. Moreover, despite some very clear displays of what to do next in writing, for example, some pupils are still unclear of how to get to the next level because lists of objectives are too long or written in a way that they cannot grasp fully. Overall, those with special educational needs and/or disabilities, including those who are visually impaired, achieve satisfactorily, as do other groups of pupils such as those who have joined the school mid-way through a key stage and those with a minority ethnic heritage. The many extra withdrawal activities for pupils that need specific help have a generally positive effect. However, over time, some pupils spend a little too long away from their teacher, which causes their progress to slow down.

The school promotes some good personal qualities. The school council is proud of its contribution. Some members spoke with enthusiasm about the flagpole and equipment for the playground that they had purchased. Befrienders, playground leaders and safety wardens all play their part diligently. Levels of attendance have improved well to reach average levels. The school has worked productively with parents and carers in this respect. Pupils know about how to lead healthy lives and try hard to practise what they have learnt, and a much higher number than the national average eat a healthy school lunch. Their good spiritual, moral, social and cultural development is encapsulated in the school's excellence in cricket. Pupils shine at this sport, giving them a strong sense of self-

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esteem, knowledge of national issues in England and Ireland, and a global perspective when they follow international events.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is having a satisfactory effect now that the school has emerged from a period of changes in staffing that unsettled pupils and caused, in some cases, a slowdown in progress. Increasingly, many lessons are taught well but there has not been time for teaching to have become good overall. Lessons are presented in a lively fashion with teachers being supported by a wide range of assistants who are well prepared and helpful. Assessment is not always used to provide greater ambition for higher attainment and accelerate learning. Marking is thorough and leaves pupils with some useful tips about necessary improvements. However, pupils are still not yet fully confident about how to raise their attainment to the next level.

The curriculum is good. A great deal of successful work has been undertaken to make the curriculum relevant and engaging. Sports partnerships, extra-curricular activities, violin tuition for older pupils, Spanish lessons and well-organised work in information and communication technology all play their part in making learning memorable. Pupils have beneficial opportunities to liaise with members of the local community when surveying the surrounding play facilities or suggesting general improvements, which enhance their sense of community.

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The good care, guidance and support provided for pupils and their families ensure that everyone can benefit from the interesting curriculum. Behaviour has improved owing to the extra support provided for pupils with emotional difficulties. Pupils who join the school partway through their education are helped to settle quickly and, over time, they often make the same progress as their classmates.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, senior colleagues and governors have coped well with the recent difficulties. They have established a positive climate and are motivated to bring about further improvement in teaching and learning. Their resolve has been powerful in keeping pupils safe and ensuring that pupils, who might be unsettled by frequent staff changes, stay as positive as possible. Governance is satisfactory. The core group of knowledgeable and effective governors works hard in the face of unfilled places on the governing body and the lack of detailed outcomes from self-review. Discrimination is not tolerated. Despite the positive care provided, pupils could do better in their learning and reach higher standards. There have been improvements in the provision since September 2010, which means the promotion of equality of opportunity is satisfactory.

The school's procedures for safeguarding pupils are outstanding. All requirements are in place and applied with excellent rigour: they are very effective in coping with the high level of need in this challenging aspect. The school's productive partnerships, for example with the children's centre, are beneficial to pupils' development. The school is a positive place in which to learn and there are exciting initiatives to promote local, national and international perspectives, which is why community cohesion is good.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Overall, most children make good progress. Despite ending their Reception year at below expected levels, children achieve well particularly in the sounds that letters make, calculating with numbers and their social skills, which are overall their weaker aspects on entry.

The well-led team of staff keeps children very safe and assesses learning in a thorough fashion. As a result, learning is planned skillfully to help children progress, particularly in speaking, listening, social development and general confidence in learning. Strong relationships between adults and children create a culture of good behaviour. Adults are skilled when it comes to advancing children's learning, for example, helping them to identify a set of insects: naming, sorting and counting were key skills being taught well. Moreover, when enjoying and responding to the story of Princess Bucket, children's learning was a useful combination of sounds and letters, careful listening and colourful artwork. The good provision in the Early Years Foundation Stage, which includes purposeful teaching, leads to children learning well in both the inside and outside areas. The new canopy, covering part of the area outside, is a boon. As yet, the rest of the space outside is not fully equipped for work in all areas of learning but the school has a good plan for this and developments are ongoing.

Leaders liaise well with parents and carers and the inspection questionnaires contained some strong praise for the Early Years Foundation Stage. Children's welfare, as typified by the first-rate safeguarding and the Healthy Eating Corner in the classroom, is a strength.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a good return of questionnaires. These show that the vast majority of parents and carers hold positive views about their children's education overall. Inspectors agree with the small number of parents and carers who pointed out that their children's education has been disrupted over the last two years with staff changes and absence. However, the school is back on course and inspectors endorse the positive views expressed in the questionnaires. Progress is quicker this year and learning is at least satisfactory in the vast majority of cases. Any negative views expressed were investigated fully during the inspection. Inspectors found that the school has tackled these issues well, so pupils' behaviour, for example, is now good overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ling Bob Junior, Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 359 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	58	37	40	1	1	0	0
The school keeps my child safe	63	68	30	32	0	0	0	0
My school informs me about my child's progress	54	58	35	38	2	2	0	0
My child is making enough progress at this school	41	44	46	49	5	5	0	0
The teaching is good at this school	52	56	39	42	1	1	0	0
The school helps me to support my child's learning	50	54	36	39	5	5	0	0
The school helps my child to have a healthy lifestyle	44	47	47	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	40	52	56	0	0	0	0
The school meets my child's particular needs	43	46	46	49	2	2	2	2
The school deals effectively with unacceptable behaviour	43	46	41	44	5	5	3	3
The school takes account of my suggestions and concerns	32	34	51	55	3	3	3	3
The school is led and managed effectively	50	54	39	42	1	1	3	3
Overall, I am happy with my child's experience at this school	55	59	35	38	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 March 2011

Dear Pupils

Inspection of Ling Bob Junior, Infant and Nursery School, Halifax,

HX2 0QD

My colleagues and I thoroughly enjoyed our two days with you. Yours was a rewarding school to visit because pupils and adults possess such a strong sense of pride in all that they do. You go to a satisfactory school that has managed well recently when many staff have changed or been away.

The inspectors were enthralled to hear about your schemes for befriending, play leadership and junior wardens. You feel extremely safe in school because behaviour has improved to become good overall and adults, whom you admire and feel safe with, are always there to help you. The school's efforts to keep you safe are top quality. You know how to lead healthy lives and you care about your school, the local area and people that you contact abroad.

Your progress is back on track this year after a difficult time in the last two years. Even though the school is now more stable, we judge that you could do even better: you need to make quicker progress to reach even higher standards by the end of Year 6.

We have asked your school to do three things to improve. Standards should be higher in English and mathematics. Teaching and your learning should be consistently good, particularly in the way that lessons are planned to help you progress more quickly and in the way that you all understand what to do to improve your work. Finally, everyone – including governors, all staff, parents, carers and all of you – need to take part in reviewing the school's performance to see how well you are doing and how to speed up the improvement process. You can all help by trying hard to reach your targets and fulfilling the 'wishes' from your marking.

Yours sincerely

Roger Gill

Lead Inspector

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