

# Inspection of Langdale Free School

95 Warbreck Drive, Bispham, Blackpool, Lancashire FY2 9RZ

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Inspection dates: 2 and 3 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy attending Langdale Free School. They said that they like the small classes where they get to know their teachers well. Pupils work hard and eagerly participate in lessons. This is because of the high expectations of leaders and teachers.

Pupils build trusting relationships with staff. This helps pupils to feel safe in school. They know they will be listened to if they are worried or concerned. Pupils' behaviour is good. They play harmoniously together at breaktimes. Pupils are confident that adults will act swiftly to stop any bullying that might occur.

Pupils benefit from many opportunities to help promote their personal development. Pupils speak fondly of clubs that they enjoy. These include chess, multi-skills, reading and library clubs. Older pupils were excited about their forthcoming residential visit. They were looking forward to developing their resilience and teamwork while kayaking and abseiling.

Pupils contribute to the life of the school and develop their leadership skills as school and eco councillors. They help to organise activities for their fellow pupils. These include celebrations for world book days, anti-bullying activities and charitable events.

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

Leaders have acted swiftly to address the concerns identified at the school's last section 8 inspection. They have designed a curriculum that is ambitious for all, including those pupils with special educational needs and/or disabilities (SEND). From the early years through to Year 6, the curriculum for nearly all subjects is ordered logically. This ensures that pupils learn key pieces of knowledge. It helps teachers to plan effective sequences of learning that build on what pupils already know. Pupils, including children in the early years, achieve well in nearly all subjects. Some subject leaders are new to their roles. They have not had opportunities to develop their knowledge of how to lead a subject. The planned curriculums for a small number of subjects do not clearly define the order in which some aspects of key knowledge should be taught.

Teachers have a secure knowledge of what they teach. The training and support they receive enhance their subject knowledge further. Teachers frequently check what pupils know and remember. This information is used well to help teachers plan what pupils will learn next. Teachers swiftly identify pupils with SEND. Leaders ensure that staff receive appropriate guidance on how to support pupils with SEND. This means that these pupils learn alongside their classmates and access all the school has to offer.

In Reception and key stage 1, pupils learn phonics from well-trained staff. Pupils practise their reading frequently. Reading books are closely matched to the sounds

that they are learning. This helps most pupils to become confident and fluent readers. For the small number of pupils who find reading more difficult, appropriate additional help is provided. This enables them to develop their fluency and accuracy when reading independently.

Older pupils demonstrate a strong love of reading. They talk confidently about their favourite authors and different types of books. Teachers effectively use a wide range of texts to expand pupils' knowledge of reading for a range of purposes. Pupils also benefit from opportunities to visit the community library and the recently developed school library. This helps pupils access and enjoy a wide range of reading materials.

Pupils, including children in the early years, behave well and work hard in lessons. Their enthusiasm for learning means that disengagement and disruption in lessons are rare. When it does occur, teachers use appropriate and effective strategies to help pupils to re-engage in their learning as quickly as possible.

Following the lifting of the COVID-19 pandemic restrictions, leaders have reinstated a wide range of personal development activities. All pupils, including those with SEND, enjoy the opportunities provided by the many clubs that they can attend. Leaders have carefully woven the study of the varied cultures found in British society throughout the curriculum. This helps pupils to develop tolerance and understanding for others. Children in the early years, and pupils in older year groups, enjoy and benefit from regular access to the outdoors. For example, pupils recently completed a mini marathon in a local park.

Governors know the school well because of the quality of information they receive from leaders and staff. They routinely visit the school to verify the information they get. Governors use this information well to hold leaders closely to account for the impact of their actions. All staff say that leaders are considerate of their workload and welfare before making decisions and taking action. Staff are immensely proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about their role in safeguarding. Regular training ensures that staff have up-to-date knowledge of the threats that pupils may encounter. Staff know how to act upon any concerns they might have about a pupil's welfare. Leaders understand how to manage safeguarding concerns effectively and share information with appropriate authorities to help keep pupils safe.

Governors have ensured that the school's internet connection has appropriate filtering and monitoring in place to help keep pupils safe from online threats of harm. Pupils are taught how to keep themselves safe when using technology and the internet in computing lessons and assemblies.

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

### (Information for the school and appropriate authority)

- In a small number of subjects, the order in which some key knowledge should be taught is unclear. This means that, on occasions, pupils do not build their knowledge well enough on what they already know. Leaders should ensure that all subject curriculums systematically order when key pieces of knowledge should be taught. This will help pupils to know and remember more in all subjects.
- Some subject leaders are new to their role and have had little training in how to lead a curriculum area. This lack of knowledge has led to the curriculums of a few subjects not being as well developed as they should be. Leaders should ensure that subject leaders are appropriately trained to be well equipped to design, monitor and evaluate their subject's curriculum across the school.

## 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 information from Ofsted Parent View 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 are the school and you are 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

<b>Unique reference number</b>	140200
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10212229
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mark Peters
<b>Principal</b>	Linda Hillier
<b>Website</b>	<a href="http://www.langdaleschool.co.uk">www.langdaleschool.co.uk</a>
<b>Date of previous inspection</b>	6 November 2019, under section 8 of the Education Act 2005

## Information about this school

- A new principal was appointed to the school in September 2020.
- School leaders make use of one alternative education provider.

## Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors spoke with pupils about their work and school life. Inspectors spoke with the chair of the trustees and other directors and members, who are also governors of the school. Inspectors also spoke with the headteacher, subject leaders and the special educational needs coordinator.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, design and technology and history. For each deep dive, an inspector discussed the curriculum with subject leaders, visited lessons, spoke with teachers and

spoke with some pupils about their learning. Inspectors also looked at pupils' work and listened to pupils read to a familiar adult.

- Inspectors also met with the leaders of a range of other subjects to consider the curriculum and pupils' work.
- Inspectors reviewed a range of documentation related to the work of the school and scrutinised documentation relating to safeguarding.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke with parents at the start of the school day.
- There were no responses to Ofsted's staff and pupil surveys.

### **Inspection team**

John Nixon, lead inspector

Her Majesty's Inspector

Keith Wright

Ofsted Inspector

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