

Inspection of a good school: Ling Bob Junior, Infant and Nursery School

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

Inspection dates:

22 and 23 February 2023

Outcome

Ling Bob Junior, Infant and Nursery School continues to be a good school.

What is it like to attend this school?

For many pupils and families, Ling Bob Junior, Infant and Nursery School is more than a school, it is part of the heart and soul of the community. Staff know their pupils and community well. They are supportive and help pupils in a variety of ways when they find aspects of life difficult. Pupils are keen to do well in lessons. Staff celebrate the demonstration of positive behaviours by pupils.

Pupils are respectful and well-behaved. They understand the expectations that are part of being pupils at 'Ling Bob'. Playtimes and lunchtimes are calm. Pupils talk, play and have fun together. Pupils feel very well supported by staff and know that there is someone close by if they need a chat and help. Bullying is rare and, if it does happen, staff deal with it swiftly. Leaders delve deeply into any pupil behaviour issues that arise so that they offer appropriate support to those involved.

Pupils enjoy the additional activities that are on offer. Leaders encourage pupils to try the clubs that are available. As a result, the clubs are well attended. Pupils describe with excitement the food-tasting club, the sporting activities and the educational visits they have been on.

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

Leaders have put in place a well thought out and broad curriculum. Staff and pupils enjoy the diverse subjects and the topics they explore together.

Reading is central to all that leaders do. They have implemented a new phonics programme to support those pupils who are in the early stages of reading. Staff training has been well informed, regular and frequent. As a result, staff are clear on how to teach the chosen phonics scheme. The teaching of phonics is strong. Adults identify those pupils who need more help. The support provided to pupils is quick and focused on their own individual needs. Pupils respond well to the extra guidance and they generally keep pace with the chosen curriculum.

Leaders have recently revised and developed the history curriculum. Staff have worked together and with external agencies to develop the history curriculum. This has ensured that the content was carefully thought through and aligned to the national curriculum. In phonics and history, leaders are checking the teaching and effectiveness of the new curriculums. It is too early to judge the positive effect at this stage.

Leaders have ensured the curriculum links together from Nursery through to the end of Year 6. They have identified the important knowledge they want pupils to know. Staff experience subject-specific training and consequently are knowledgeable. In Nursery and Reception, the environment is stimulating and interactive. This allows staff to support the children effectively in developing strong communication skills.

The mathematics curriculum uses an external scheme as its basis. However, leaders adapted it to ensure that it is bespoke to the needs of their pupils. They use different ideas, concepts and training to inform the school's approach to mathematics. The mathematics leader works with staff and supports them well. Staff feel fully involved in the design of the mathematics curriculum. This has helped leaders to ensure the teaching of the curriculum is of high quality.

Senior leaders diligently analyse and review published outcomes. They use this along with the school's quality assurance to inform the decisions they make. Governors are part of this process. They consistently hold leaders to account.

Pupils with special educational needs and/or disabilities get the support they need to ensure they have full access to the curriculum. Leaders identify needs and put in place strategies to remove barriers to learning. This allows pupils to thrive and grow in confidence as they learn, play and develop with their peers.

Weekly lessons that focus on spiritual, moral, social and cultural education take place. Staff support pupils to develop an awareness of others and compassion. This is evident in the positive way pupils treat each other and visitors to the school. Wider opportunities are in place to develop wider interests and talents. The daily offer of clubs and activities support the collective view of staff that they help their pupils develop in ways beyond the academic.

The school is calm. Experienced pastoral teamwork with teaching staff, pupils and families creates a positive climate for learning.

Staff feel supported by leaders. They appreciate the care, support and good humour that leaders offer. The sense of togetherness across staff, from the catering team to the headteacher, is a strength of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are diligent and meticulous in their approach to safeguarding. They provide regular and effective training for all staff. Staff are vigilant and alert to local issues that

pupils face in the community. Strong community links with the police and the 'hub' keep leaders aware of concerns that arise in the local area.

Pupils feel safe and learn how to keep themselves safe online. 'Tell me trees' and 'tell me, explain to me and describe to me' are systems that pupils use well to share their worries and concerns with staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have revised curriculums in history and early reading. They are at varying stages of implementation. It is too soon to evaluate the full impact that the improved plans will have in supporting how well pupils learn and remember the curriculums. Leaders should ensure that the revised curriculums are taught as intended and reviewed to ensure they are improving pupils' learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

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.

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	107497
Local authority	Calderdale
Inspection number	10255828
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	346
Appropriate authority	The governing body
Chair of governing body	Mamoona Akbar
Headteacher	Philip Simpson
Website	www.lingbob.calderdale.sch.uk
Date of previous inspection	14 and 15 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is a smaller-than-average-size primary school.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the effect of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector conducted deep dives in the following subjects: reading, mathematics, and history. In these subjects, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at pupils' work.
- The inspector met with the headteacher, other school leaders, staff and governors, including the chair of the governing body. The inspector also spoke with a representative from Calderdale local authority.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

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