

# Langho and Billington St Leonards C of E Primary School

Inspection report

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<b>Unique Reference Number</b>	119417
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291411
<b>Inspection date</b>	21 June 2007
<b>Reporting inspector</b>	E Jackson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anne Rogerson
<b>Headteacher</b>	Mrs J A Pickup
<b>Date of previous school inspection</b>	1 March 2003
<b>School address</b>	Whalley Road Langho Blackburn Lancashire BB6 8AB
<b>Telephone number</b>	01254 247156
<b>Fax number</b>	01254 246625

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is an average sized but expanding school. Children's skills on entry to the Reception class are broadly average. The proportion of pupils with learning difficulties and/or disabilities is average, and the proportion from minority ethnic groups is below average. An above average number of pupils leave or join the school at other than the usual times. There is before and after school care, and a holiday club. The school has achieved the national Healthy School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has built well on the strengths recognised at its last inspection and now has some outstanding features. For example, pupils' personal development is excellent, founded in the school's high quality partnership with parents. One parent summarised the views of most others in writing, 'The school has the children's very best interests at heart and every child's needs are met'. Care, support and guidance are excellent, ensuring that each individual pupil is known very well, and very effective measures put in place if extra support or care is needed.

The headteacher has led the school very well for some years, providing stability and high expectations for staff and pupils. The staff support her well in creating an active learning environment that motivates pupils to enjoy their work and play. Pupils respond by behaving extremely well and having very positive attitudes to their work. This culminates in good teaching that has a positive impact on pupils' progress in learning across the school. The quality of provision for children in Reception is good, leading to levels just above the expected average by Year 1. Standards are significantly above average by the end of Year 2 and Year 6. The school has rightly identified the improvement of writing as an important development, following last year's dip in the number of pupils reaching higher levels in writing tests. Pupils from minority ethnic groups and those with learning difficulties and/or disabilities are supported very well to make good progress towards their learning targets.

The school has achieved the national Healthy School award, and the pupils understand and follow the school's healthy living guidance outstandingly. Exercise and sport feature strongly and have been extended through a local sports partnership and good links with local high schools. Parents are extremely satisfied that their children feel safe and secure in school. Pupils say that they really enjoy their lessons, and their well above average attendance supports this. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils make a positive contribution to the ongoing life of the school, the parish and the local community. Pupils are well prepared academically and socially for the next stage in their learning and their future working lives.

Leadership and management are good, including governance. The headteacher has very high and clearly expressed expectations for every pupil's development and progress. She ensures that, with good support from her senior leadership team, all staff understand and work towards the same goals and aspirations, founded in the school's Christian mission. Between them, the staff have a good understanding of the school's strengths and weaknesses. The maintenance and improvement of the quality of education provided testifies to the effectiveness of improvement planning. With a more settled staff in place following a period of disruption caused by illness, the school is well placed to continue to improve.

### What the school should do to improve further

- Raise standards in writing by the end of Year 6, particularly for more able pupils.

## Achievement and standards

### Grade: 2

Standards are well above average by the end of Year 2 and Year 6 and pupils' achievement is good. Currently, pupils make good progress in their learning because teaching is good. The dip

in progress in Reception last year has been dealt with, and children make good progress in the Reception class and in the shared Year 1 and Reception class. They make particularly good progress in their personal and social development. Really good improvements have been made in Key Stage 1. In the last two years, reading, writing and mathematics results have risen steeply at the end of Year 2. An increased focus on developing speaking and listening skills to help improve writing is beginning to equip pupils to organise their written work more effectively. Challenging targets have been met in Year 6 national tests in recent years. Standards have been well above average for some time. Last year's dip in the number of pupils reaching higher levels in writing tests disappointed the school as the results did not reflect the high standard of writing in their class work. Current school assessment data and inspection evidence indicate that the current Year 6 have reached high standards in English.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding, as is their spiritual, moral, social and cultural development. The staff promote the school's Christian ethos sensitively but effectively. This supports the pupils' good spiritual development and their excellent moral understanding for their age. As a parent wrote, 'The school has an excellent record in teaching values to the children that will serve them and others well for their whole lives.' Pupils learn to stay safe and cooperate very well: their behaviour is excellent. Cultural development is also strong, widening pupils' awareness of cultural diversity through active links with schools in Uganda and the USA. Pupils say that they relish the sporting and fitness opportunities provided, and welcome the guidance on living healthily. They really enjoy their school life. There are many roles of responsibility performed willingly by pupils, including care for areas of the very smart grounds. The school councillors are proud of their contribution to the encouragement of healthy eating and good manners at lunch time. Good basic skills and excellent personal development prepare pupils well for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Founded in high expectations of staff and pupils, the school's learning atmosphere is calm and purposeful. This is because the good learning relationships fostered by the staff help the pupils to stay focused and determined to succeed. Staff cope with the higher than average turnover of pupils well. Incisive ongoing assessment and marking encourage all pupils to try new techniques and practise skills effectively. Lessons are thoroughly planned and staff carefully deployed to work with groups or individuals to meet their identified needs. Attractive and informative displays in classrooms give pupils guidance in English and mathematics, and also celebrate well pupils' neat, good quality work in other subjects. Support staff work effectively with pupils needing extra specific help and also with higher attaining pupils to challenge them further. This occurs, for example, when classes are split to use the computer suite.

## **Curriculum and other activities**

### **Grade: 2**

The staff provide a good curriculum, with a wide range of sporting and other enrichment activities. The full range of areas of learning for children in Reception is covered effectively. Improvements have been made in outdoor facilities for all pupils, including younger children, with the development of an outdoor learning area and garden. There are well-judged plans to extend the outdoor facilities with a designated outdoor area for Reception children with direct access from the classroom. The core subjects of English, mathematics and science are given due prominence, contributing well to the high standards attained. The staff are beginning to link learning between subjects more in order to use and develop basic skills further. Good use is made of information and communication technology to support these links. The school also makes good use of its extensive grounds to promote environmental awareness and an understanding of nature.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are excellent. Parents rightly feel that their children are safe and well-looked after, and that they are cared for very well. All required statutory safeguarding and child protection measures are in place. Pupils who have learning difficulties and/or disabilities are very well supported to meet the targets in their individual learning plans. For example, a specialist teacher carries out additional assessments to help plan programmes of work for children with specific learning needs. There are few pupils learning English as an additional language, but the staff ensure that they receive the necessary support and encouragement to make good progress in developing their skills. Excellent links with local authority services are used well in supporting pupils with specific needs. For example, the school makes very effective use of speech and language support services, behaviour and emotional support services and support services for pupils learning English as an additional language. There are very good procedures for assessing pupils' progress. This information is used effectively to guide pupils' learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school has maintained and built on its strengths since its last inspection, particularly in promoting pupils' outstanding personal development. Standards have also improved and partnerships with parents, the parish, other schools and the local community are excellent. This is because the headteacher has an excellent clear vision for the school's development and oversees the management of all its processes extremely well. She is well supported by other senior staff who fulfil their roles well. The relatively newly appointed governing body also supports and challenges the school effectively, fulfilling its role with care and enthusiasm. All staff and pupils respond well to the high expectations set by senior leaders to ensure that the school operates with everybody's needs equally considered. An active focus on staff and governor training needs ensures that continuous professional development keeps everyone up to date with national initiatives and developments. The headteacher's determination, coupled with very well-judged decisions, has brought about

improvements to the building and grounds. This has improved the school's provision considerably. The school provides good value for money.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

27 June 2007

Dear Children

Inspection of Langho and Billington St Leonards CofE Primary School, Blackburn, Lancashire, BB6 8AB

Thank you for the kind St Leonard's welcome when I visited your school recently. You will remember that I came to check how well your school helps you to grow and learn.

Your school councillors told me that your teachers are really friendly and help you to enjoy learning new things. Your parents were also very supportive of the school. I agree with you and your parents that yours is a good school that looks after you well and helps you make good progress. It also has some excellent features. The staff help you very effectively to develop skills in working and playing together successfully, and in knowing the difference between right and wrong. You join in well by behaving excellently and trying hard in your work.

The staff also support you well when you need extra help and push all of you on to do well in your work. This means that in tests in Year 2 and Year 6 your results are well above average in English, mathematics and science. The school feels that some of you could do better in writing, and I agree. I know that they have plans to help you improve how well you write. You can help by continuing to try your best.

I was impressed by how attractive your school is inside, and how lucky you are to have such fantastic grounds, with such lovely views. I know that you also value this, and your interest in the school and local environment is strong. When you send pictures of your school to your friends in Uganda and America, I'll bet they are impressed as well.

I wish you all well for the future, and hope that you enjoy your summer holiday.

Yours sincerely

Mr E Jackson

Inspector