

Ledbury Primary School

Inspection report

Unique Reference Number	116702
Local Authority	Herefordshire
Inspection number	358010
Inspection dates	16–17 November 2010
Reporting inspector	Carolyn Carnaghan

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	472
Appropriate authority	The governing body
Chair	Caroline Ainsworth
Headteacher	Julie Duckworth
Date of previous school inspection	11 October 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 17 lessons taught by 15 teachers and held meetings with pupils, teachers, parents and carers, staff and members of the governing body. They observed the school's work, and looked at its policies, documents, plans and minutes of meetings as well as 108 responses to parental and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Levels of attainment and progress across the key stages to elucidate why they remain relatively lower in Key Stage 1 than in the rest of the school.
- How well teaching promotes progress in all year groups.
- The effectiveness of the curriculum in meeting the needs of boys.
- Provision in the Early Years Foundation Stage to determine how well it meets requirements.

Information about the school

This is a larger than average size primary school. There are smaller than average proportions of pupils eligible for free school meals and of those who are from minority ethnic groups. Most pupils are from a White British heritage. The proportion of pupils with special educational needs and/or disabilities is greater than average. The largest group has speech language and communication difficulties. The school holds a number of awards, including Artsmark Gold and Healthy Schools Status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Ledbury Primary is a good school. Children enter the Early Years Foundation Stage with lower than expected levels of attainment and by the time they leave in Year 6 their attainment is average. This represents good progress and achievement. Recently, children in the Nursery and Reception classes have made better progress and last year most children left this phase of their education having already reached expected levels. This rise in progress is also reflected further up the school, where gradually pupils are achieving better results. Those with special educational needs and/or disabilities, who have a wide range of needs, also make good progress because there is excellent care and support.

Pupils feel safe and secure at school and show very high levels of care and support for each other in all situations. Their very well developed values are reflected in their burgeoning understanding of how to do right by other people, how different people live their lives and the cultures of different parts of the world now and in the past. They appreciate the opportunities their school gives them and this is often celebrated in assemblies and performances of skills, such as in music and drama. This has helped the school gain an Artsmark Gold Award. Values are at the heart of everything the school provides for its pupils. The school has worked hard to ensure attendance is now average.

The care shown for the school community is extended further to the local area, with pupils contributing to local charities and events. They say how much they have benefitted from a link with Tanzania. Pupils understand clearly how important it is to keep themselves healthy, they even grow their own vegetables on the school's allotment. Produce is sometimes cooked up into delicious meals for elderly neighbours.

Pupils are taught well through an interesting and creative curriculum that provides many opportunities to cross subject boundaries and develop skills in information and communication technology (ICT). This area of the school's work is developing quickly and is helping stimulate boys' better progress, particularly higher up the school. Senior leaders and managers ensure there are good and equal opportunities for all and have worked hard to bring up the level of boys' progress, though this still lags a little behind in Key Stage 1. Teaching in Years 1 and 2 is not always as well paced as it might be and core skills are not consistently used in topic work.

Senior leaders ensure the school is extremely safe for pupils, something that is rigorously monitored by the governing body. They help ensure a vibrant learning environment, where pupils are not afraid to take risks and respond to challenges in their learning and to work hard towards raising progress. The whole of the leadership team works cohesively towards shared goals, ably headed-up by the headteacher. Her vision is clear and focused on providing for all pupils in her care. Those who have disabilities or particular learning needs are quickly made part of the school community and this common purpose has helped improve outcomes for all. The school has good capacity for sustained improvement

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because objectives that are well defined are already starting to come to fruition. There are indications of faster progress, higher attainment, particularly for boys and further up the school, and a challenging curriculum that is becoming embedded through every year group.

What does the school need to do to improve further?

- Raise attainment and pupils' development of work-place skills by:
 - ensuring greater pace and challenge in all lessons, particularly in Years 1 and 2, so that pupils' capabilities are always stretched.

Outcomes for individuals and groups of pupils

2

Across Key Stage 1, pupils have in the past struggled to reach average levels of attainment. This has now improved. They make good progress, leaving at the end of Year 6 with average attainment. This means overall achievement is good, although pupils' progress is faster in Years 5 and 6 than lower down the school. Those with special educational needs and/or disabilities progress well, particularly in their personal development, because they receive excellent care, guidance and support. Across subjects, writing is the weakest area and this is being addressed across the curriculum. Boys have historically achieved less well than girls in Key Stage 1, although the gap is starting to close, and by the time they leave in Year 6 progress is much more even. More able pupils achieve particularly well.

Pupils' development, as caring individuals who appreciate the values associated with getting on together, helping your fellows and being proactive about the environment and the world we live in, is outstanding. They are most enthusiastic about their peers' successes, in lessons, sport or the arts. Pupils were excited to hear about one another's best efforts in school when, in assembly, a group recounted what they had done and what they most appreciated about their school, one using signing. Others played music beautifully, one improvising on the piano around a cartoon theme.

Pupils have excellent understanding of living healthily and of how to look after themselves. They have a keen sense of the world's community and how important it is to give your time for others, both in school and beyond. Many pupils enjoy making links with other children in Africa and in inner city schools in this country.

Pupils' behaviour is good and this contributes positively to learning. Pupils get on well working in pairs and teams, sharing and cooperating during activities. They work very safely, using equipment carefully in physical education and science or when working in the 'forest school' outdoor area. They appreciate the need to be vigilant on the internet and when playing at break.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teachers generally understand the needs of their pupils and lessons are often exciting and fun. Where learning is fast, teachers ensure texts and materials used as starting points are challenging. They are stretching for pupils in their reading and provide for pupils to develop their ideas and skills strongly. For example, where a lesson was based around pupils finding out about the world of the ancient Greeks, their gods and monsters, the teacher, playing in role, gave them clues where the information they needed could be found. Pupils used email, art, design and technology, exploring and constructing three-dimensional maps of encampments.

Pupils are independent and competitive at times. Mathematics is made exciting by posing challenges that need solving through group effort and discussion. This has worked very well in raising girls' enthusiasm for mathematics. Where lessons are not so well planned or are less appropriate for pupils' needs, progress slows. Sometimes teachers spend too long explaining what needs to be done, or in summing up what has been done, so learning time is lost.

Lesson planning is consistently good and the highly efficient learning support practitioners deliver high quality support for all pupils. They often move around the classroom, seamlessly adding a word here and there, spending time with a pupil or encouraging them to go further. This helps learning enormously and ensures those with particular educational needs progress well. The nurture group is an effective space for pupils who

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require extra help with learning, such as with English when it is an additional language. There is focused help with reading too and pupils say this helps them overcome their difficulties.

The curriculum has developed creatively and now provides pupils with opportunities to learn and use basic skills right across subjects. For example, pupils in Key Stage 1 were using Jack and the Beanstalk to stimulate writing, art, ICT, mathematics and design. Where teachers miss opportunities to stretch pupils, particularly in Years 1 and 2, materials used to start activities are insufficiently challenging or do not appeal to both boys and girls. However, the new curriculum is being embedded across the school and staff are sharing the best ways of raising progress. There are many opportunities for enrichment, such as through running a school cafe, selling allotment produce, going to clubs after school, many of which are over-subscribed, or taking part in a show. The whole school is involved in running a carnival every year for the local community.

The school provides outstanding care, guidance and support for its pupils. The values that ensure everyone can take part also extend to learning. Support staff are on hand in lessons and pupils all know who to turn to. This means there is little bullying and no pupils are excluded. Pupils are encouraged to help and support each other, through a helping hand on a shoulder for a pupil with a disability or loud applause for the early notes played on a difficult musical instrument.

Pupils understand how well they are doing and their next steps. Work is carefully marked, often sparking a dialogue between teacher, pupil and home. Assessment is used effectively to ensure teachers appreciate how their pupils are learning and pupils' progress is tracked.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads a dedicated and highly motivated team. Her clear vision is shared with senior leaders and staff and their enthusiasm is felt by pupils and parents alike. The senior team's ambition for the pupils has led to better progress and outcomes for pupils. The governing body is a visible and supportive presence whose expertise is growing. The many professional skills it brings to the school are harnessed by the headteacher and it is starting to offer challenge, built on a growing understanding of what needs to be done. Members of the governing body check the school's activities against their own targets and robustly monitor its outstanding safeguarding procedures. All statutory policies and procedures are in place and great care is taken over the site itself, the recruitment of staff and the care of the pupils.

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The school's good relationships with parents and carers ensure that communication with families is good, support is provided when it is needed and parents are actively involved in their children's education. There are good links with outside agencies and partners to help pupils and their families throughout their time at school. Good transition arrangements with feeder and next phase schools mean pupils are ready for new challenges that will face them. Pupils understand how to get on well in new situations, something remarked upon by the local secondary school, because they are used to cooperation and challenge. There are equal opportunities for pupils, of all abilities and needs, to develop these skills.

The school ensures pupils have opportunities to understand the world's communities. This starts in the strong ethos within school, but also extends to links with local charities and educational institutions whose students enrich the arts curriculum. There are early developing links with other schools in very contrasting inner-city environments and further established partnerships in Africa.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
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	2

Early Years Foundation Stage

Children enter the Nursery with lower than expected skills and currently make good progress, most meeting their Early Learning Goals last year. Prior to this attainment was a little lower. Children enjoy their learning and gradually become more independent. This is because teachers provide opportunities for children to choose their activities, to develop good relationships with both their peers and staff and they care very well for their needs. The ethos and values of the main school are clear in the Early Years Foundation Stage. The learning support practitioners and nurture team are highly effective in supporting learning and in promoting attendance.

There are plenty of opportunities for children to play outdoors, including in the 'forest school', and to develop skills across all the learning areas. They make good progress

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towards their early learning goals. Learning and provision are well planned by leaders and managers, taking children's needs into account. There is a good balance of teacher-led, child initiated and differentiated activities. Introduction strategies for reading, writing and using numbers have been successful, so raising attainment. Regular progress meetings ensure all teachers understand the children's progress and can communicate helpfully with parents and carers about their children in Nursery and Reception.

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

The majority of parents and carers are happy with the school and the education their children receive. A small minority think their children are not making enough progress, however, and that the school does not deal effectively with unacceptable behaviour. The inspection found that pupils make good progress and that behaviour is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ledbury Primary 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	67	33	31	1	1	1	1
The school keeps my child safe	77	71	30	28	0	0	0	0
My school informs me about my child's progress	54	50	51	47	3	3	0	0
My child is making enough progress at this school	59	55	44	41	5	5	0	0
The teaching is good at this school	61	56	46	43	1	1	0	0
The school helps me to support my child's learning	54	50	52	48	2	2	0	0
The school helps my child to have a healthy lifestyle	59	55	48	44	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)	56	52	45	42	2	2	0	0
The school meets my child's particular needs	55	51	47	44	4	4	1	1
The school deals effectively with unacceptable behaviour	51	47	44	41	6	6	1	1
The school takes account of my suggestions and concerns	48	44	52	48	4	4	0	0
The school is led and managed effectively	72	67	33	31	2	2	0	0
Overall, I am happy with my child's experience at this school	72	67	34	31	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



18 November 2010

Dear Pupils

Inspection of Ledbury Primary School, Ledbury, HR8 2BE

Thank you very much for making us feel so welcome when we visited your school recently on inspection. We really enjoyed meeting you. We particularly liked hearing about what makes you love your school and seeing all the musical performances you put on in assembly.

We found that your school gives you a good education and makes sure you develop very well as individuals who care about each other and about your world. We have asked the school to do something to help you to do even better. This is:

To help you do even better by making sure all lessons, especially in Years 1 and 2, are exciting so they really challenge you

You can help by continuing to work hard and remembering to tell your teachers when you have finished what you are doing and are ready to move on.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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