

Llangrove CofE Primary School

Inspection report

Unique reference number	116896
Local authority	Herefordshire
Inspection number	379322
Inspection dates	26–27 June 2012
Lead inspector	Clive Lewis

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Janet Taylor
Headteacher	Peter Box, Paul Whitcombe and Paul Smith (Executive headteachers)
Date of previous school inspection	28 November 2007
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Age group	4–11
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Introduction

Inspection team

Clive Lewis

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons taught by two teachers. Most support staff were also seen working with pupils. Meetings were held with pupils, the three executive headteachers, members of the governing body and other members of school and federation staff.

Questionnaires from 24 parents and carers were analysed. The inspector also took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at documentation including teachers' planning, and examined pupil progress and assessment data.

Information about the school

Llangrove CofE Primary is a very small school serving a number of local villages. The school is one of five schools in the Herefordshire Marches Federation of schools and it is currently applying to be an academy. There are three executive headteachers with responsibility for the school. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils from minority ethnic groups is below the national average, and no pupils speak English as an additional language. The proportion of pupils who are supported at 'school action plus' or have a statement of special educational needs is broadly average. Children are taught in two mixed-age classes. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress. The school has gained the Eco Green Flag Bronze award.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Llangrove CofE Primary is a satisfactory school. It is improving rapidly because the federation leaders have taken concerted and effective actions since taking over the school to address the weaknesses they correctly identified. It is not yet good, because they have not yet established a sustained and consistent pattern of good achievement in English and mathematics by the end of Year 6. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils make satisfactory progress overall, but better in reading and mathematics than in writing. Achievement is improving securely and rapidly because leaders have improved most aspects of the curriculum, raised the quality of teaching and established robust systems for monitoring pupils' progress and providing support when necessary. Disabled pupils and those who have special educational needs achieve in line with their peers as a result of effective support from staff.
- The overall impact of teaching on pupils' achievement is satisfactory. The quality has clearly improved and the teaching observed during the inspection was good. Teachers relate well to pupils and make good use of other adults in the classroom. However, they do not always ensure that all pupils in the mixed-age classes are challenged appropriately to make the progress of which they are capable.
- Pupils feel safe in school. Their behaviour is typically good, especially when activities in lessons are sufficiently stimulating to fully engage their interest. All staff apply consistently effective procedures for promoting good behavior.
- The strong team of leaders and managers from the federation, with the strong support of the governing body, has accurately evaluated the quality of provision and introduced a range of initiatives designed to improve achievement. Their skilled leadership of teaching and management of performance, including

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professional development for teachers, have brought about significant improvements in pupils' progress.

What does the school need to do to improve further?

- Consolidate the recent improvements in teaching and learning, and boost pupils' achievement further by:
 - taking full account of tracking and assessment data in lesson planning, in order to ensure appropriate challenge and support for the very wide range of age and ability groups within each class in every lesson.
- Improve achievement in writing to match the levels reached in reading and mathematics, by:
 - providing more opportunities for pupils to apply their developing writing skills in a wider range of contexts across the curriculum.

Main report

Achievement of pupils

Pupils' progress is satisfactory over time, although the rigorous systems introduced to check pupils' development ensure that inconsistencies in the patterns of progress are being successfully tackled. The needs of individual pupils are being accurately identified, including those who need additional help, support and challenge. The recent strong focus on improving mathematics, for example, with an increased range of first-hand practical mathematical experiences and an internet-based mathematics program which pupils and their parents and carers can access at home, is steadily improving pupils' skills and confidence.

The positive action taken to improve teaching of the links between letters and the sounds they make (phonics) is helping to improve pupils' language and literacy skills. Younger pupils are increasingly confident and skilled in making sense of new words. Much progress is being made in fostering pupils' enjoyment of reading and enabling pupils to discuss their views. For example, older pupils demonstrated considerable confidence, skills and enjoyment when discussing the feelings and emotions of characters in their class book, *Goodnight Mr Tom*. Despite these improvements, standards in writing across the school are not yet as strong as in reading and mathematics.

In the large majority of lessons observed, pupils' enjoyment of learning was clearly evident, especially when fun approaches were adopted that captured and held their interest. The small size of the school means that children's attainment when they join the combined Reception/Year 1/Year 2 class varies from year to year. Children of Reception age make good progress across the areas of learning. Attainment in reading by the end of Year 2 is average. Better progress means that pupils currently

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in Year 6 are on track to reach above the expected standards for their age in reading and mathematics, but their attainment in writing is only broadly average and achievement over time in this aspect of English remains satisfactory. Disabled pupils and those who have special educational needs also achieve satisfactorily, and their rate of progress is quickening as intervention and support are increasingly well targeted.

Quality of teaching

Teaching has a number of strengths and classrooms are positive environments for learning. Pupils say they love learning, and all the parents and carers who returned questionnaires report that teaching is good. However, inspectors found that the impact of teaching is not yet good because the better practice now evident in classrooms is relatively recent and has yet to be reflected in improved progress over time for all ability groups. Teaching is good for Reception-age children because staff work very well as a team and use innovative ideas to inspire rapid progress. Across the school, lessons are typically well planned and resourced, and teachers take care to provide appropriate tasks and support for all abilities within the class, but frequently the whole-class introduction to the lesson is pitched to one extreme of the age group. This results, at times, in younger pupils losing focus or older pupils going over the same work.

Teaching assistants provide skilled support to individuals and small groups. This ensures that barriers to learning are minimised, and is of particular benefit in supporting the teaching of disabled pupils and those who have special educational needs. Pupils respond positively to their teachers; they are keen to learn, listen carefully to adults and are happy to work collaboratively with their peers. Pupils' consistently good behaviour means there are few disruptions to learning. Careful planning ensures there are numerous opportunities for pupils to read; guided reading and phonics lessons are particularly well planned to offer varied stimulating activities and this promotes higher attainment. In the best cases, thoughtful teaching encourages pupils to reflect on their work and that of others, and to help one another to overcome difficulties.

Behaviour and safety of pupils

The school has an effective system of rewards and sanctions, and parents and carers are confident that their children are safe and that any inappropriate behaviour is dealt with effectively and promptly. Pupils typically behave well in lessons and around the school. They confirm that behaviour is usually 'really good' and that there is no bullying of any kind, including name-calling and racial harassment. They understand that 'the little arguments in the playground aren't really bullying' but are confident that staff sort them quickly out anyway. They say learning is fun and they are enthusiastic about their learning and their reading. They say they enjoy school, and this is demonstrated in their above-average levels of attendance. They understand the need for healthy lifestyles and exercise. They have very good relationships with each other and are courteous and polite to visitors. In most cases,

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pupils display high levels of concentration and when working in pairs or groups, they organise themselves swiftly and without fuss. Pupils show respect for the feelings and beliefs of others. Pupils willingly take on responsibility and play a constructive role in the school. Through the school council, they have had some influence on decisions about school life. Children in the Early Years Foundation Stage clearly enjoy school and have settled into routines well, playing happily both together and individually.

Leadership and management

The team of three executive headteachers are strongly committed to improving provision and outcomes for pupils, and have successfully communicated their high expectations to staff. Regular monitoring of teaching, followed by tightly-focused and well-tailored interventions to eradicate weaknesses, has resulted in a marked improvement in teaching quality and, consequently, in the progress pupils are making in lessons. Initiatives designed to improve standards in mathematics have already proved their worth and the school-wide focus on phonics is having a positive effect on pupils' reading and enjoyment of books. Staff morale is high and teachers grasp opportunities enthusiastically to improve their own practice by, for example, attending courses and visiting other schools. One of the strengths of the federation of schools to which Llangrove belongs is that teachers from the different schools meet to moderate work, plan and discuss strategies, and receive expert advice from experienced subject specialists. These positive features are clearly helping to improve teaching, but have not yet had a sustained impact on achievement.

The governing body has increased its awareness of the issues facing the school and its ability to challenge, as well as to support, school leaders. Under the new leadership team the school has rapidly developed a highly positive relationship with parents and carers, who say they wholeheartedly support the new leadership and management. This effective liaison with parents and carers, and with other partners, has contributed significantly to recent improvements in pupils' achievement and well-being.

The school promotes equality of opportunity in all its work, and leaders at all levels are constantly alert to any variation in pupils' achievement. Federation leaders and governors have an excellent understanding of safeguarding requirements, and adopt recommended good practice for safeguarding pupils across all areas of the school's work. The much-improved curriculum is broad and balanced and promotes pupils' spiritual, moral, social, and cultural development well, so that pupils develop skills and talents which will stand them in good stead in secondary school and beyond. It promotes numeracy and reading skills well in different subjects, but does not yet include opportunities to consolidate and extend pupils' writing skills to the same extent.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 June 2012

Dear Pupils

Inspection of Llangrove CofE Primary School, Ross-on-Wye, HR9 6EZ

Thank you for welcoming me to your school, for talking to me about what you do there, and for filling in the questionnaires. Llangrove is a satisfactory school, which means that it does some things well but also has some areas for improvement. The school is quickly getting better because the executive headteachers and the governors lead it well and provide you with good care and guidance. However, the improvements we saw in teaching are not yet reflected in consistently good achievement, and your skills in writing are not as good as in reading and mathematics.

It is to your credit that you behave well, and get on very well with each other and with all the staff. You told me you really enjoy coming to school and you show this through your high levels of attendance – well done for that.

For the school to improve further I have asked teachers to:

- improve teaching so that all your lessons provide the right level of challenge – not too hard, but not too easy – so you all make the best possible progress in every lesson
- improve your writing by giving you more opportunities to use your skills in different lessons across the curriculum.

You can all help by always doing your best.

Once again, thank you for being so welcoming during my visit.

Yours sincerely

Clive Lewis
Lead inspector

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