

Ledbury Primary School

Longacres, , Ledbury, HR8 2BE

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. More pupils reach the expected levels in the reading and mathematics tests than their peers in other schools. Pupils are responsive and motivated and they work hard.
- Pupils with a very wide range of abilities and needs, including those entitled to support through pupil premium, those from minority ethnic groups and disabled pupils and those with special educational needs, all achieve well.
- The school’s strong emphasis on spiritual, moral, social and cultural development underpins pupils’ good behaviour. Pupils say they feel safe and secure.
- Teachers engage pupils well by providing interesting lessons and strong support for all pupils.
- Teaching programmes are creative, well-planned and designed to appeal to pupils. There is a good range of artistic, musical and sporting activities.
- Leaders maintain a careful oversight of pupils’ progress and teacher’s work and promote a real desire for improvements throughout the whole school community.
- The Governing Body has a clear picture of pupils’ achievement. It is fully involved in the school and is well-informed about all aspects of its work.

It is not yet an outstanding school because

- Not enough of the most-able pupils achieve the higher levels in tests.
- Teachers do not always make good use of the data the school holds on pupils’ progress.
- Leaders’ judgements on the work of the school are insufficiently analytical and too descriptive to drive rapid improvement.
- Teachers’ targets and the objectives included in the school development plans are not always measurable in terms of the impact they are to have on pupils’ progress and teachers’ practice.

Information about this inspection

- Inspectors observed 24 lessons, six of which were with the headteacher or a member of the senior management team.
- Inspectors talked to two groups of pupils from Key Stages 1 and 2 and spoke to others informally throughout the inspection.
- Pupils' work from each key stage was examined, and pupils from Key Stages 1 and 2 were heard reading.
- A total of 97 responses from parents to the Ofsted questionnaire (Parent View) were examined. Additionally, inspectors looked at the responses to the school's own questionnaire, and 46 questionnaires from staff.
- Meetings were held with representatives of the governing body, including the Chair of the Governing Body a parent governor and the governor responsible for safeguarding. The inspectors held a telephone conversation with a representative of the local authority.
- Meetings were held with the headteacher, members of the senior leadership team, the special educational needs coordinator, and the Early Years Foundation Stage manager.
- The inspectors evaluated documentation regarding pupils' current progress and the curriculum, development plans, and procedures, and records relating to safeguarding, behaviour and attendance.

Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

Julie Fox

Additional Inspector

David King

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school
- The majority of pupils are White British; a lower than average proportion is from minority ethnic groups and a small, but growing, proportion speak English as an additional language.
- The proportion of pupils who are eligible for pupil premium funding (pupils known to be entitled to free school meals or who are looked after by the local authority or from families in the armed services) is lower than average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average but the proportion supported at school action plus or with a statement of special educational needs is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher is a 'Values Based Education' trainer who works with schools nationally and internationally to implement Values Education. She also supports local schools.
- The school is part of a local 'Pathways to Success' initiative.

What does the school need to do to improve further?

- Continue to improve the teaching and learning by:
 - ensuring all teachers make good use of data about pupils' progress, particularly when planning lessons
 - improving the level of challenge in lessons for all pupils so that they, and particularly the most-able pupils, more frequently achieve the higher levels in tests.
 - sharing the best practice in teaching already present in the school so that all teaching is at least good.
- Sharpen leaders' judgements on the work of the school by:
 - identifying more precisely what needs to be improved and establishing clear and measurable criteria that will help leaders and governors determine whether they have been successful
 - ensuring judgements on teachers' effectiveness, and any targets they are set, are linked more directly to how successfully teachers are bringing about observable improvements in pupils' progress.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well because they are keen to learn and to be involved in all activities. By the end of Year 6, they make better progress in English and mathematics than their peers in similar schools.
- Pupils make good progress throughout the school. Although their level of development is lower than expected when they start in the Nursery, almost half of them reach a good level of development by the end of the Early Years Foundation Stage. The school's programme used to help pupils understand letters and sounds is having a positive impact on their reading. The most able read and write simple sentences accurately. By the end of Year 2, pupils' achievement shows clear improvement, especially in reading.
- Pupils' achievement in mathematics has been improved as a result of the recent focus teachers have given it. Girls' achievement in mathematics has particularly improved through small group work that has helped them gain confidence.
- The gap between the achievement of pupils entitled to support from pupil premium and their classmates is reducing. The school has used this funding to provide additional support in one-to-one or small group activities so that teachers can more easily address pupils' learning difficulties, and eligible groups across the school now make faster progress than others. Nevertheless, they are still about four terms behind their classmates in writing when they leave at the end of Year 6 and three terms behind in mathematics.
- Disabled pupils and those with special educational needs achieve well and make good progress in both English and mathematics. Pupils in Key Stage 2 receive special support in a separate class each morning. Additionally, in the afternoons, teaching assistants help them when they are working with their classmates, often using different activities and resources.
- Pupils from minority ethnic groups achieve well. Those who have English as an additional language are supported in small groups until they are able to work alongside their classmates.
- Achievement has improved since the last inspection. The school has refined its analysis of pupils' progress and this enables teachers to quickly spot those pupils in danger of falling behind and put in place additional support.
- Primary sports funding has enabled more pupils to be involved in physical activities. Although it is too early to judge the impact on pupils' health, they clearly relish activities in which they are involved.
- More-able pupils do not always achieve as well as they might. Although more Year 6 pupils achieve expected levels in tests in mathematics, reading and writing, fewer pupils than their peers in other schools achieve the higher levels. This is because the more-able pupils are not given work that challenges them in every lesson.

The quality of teaching is good

- Teachers constantly encourage pupils and engage their interest in lessons and ensure they develop excellent attitudes to learning. Pupils contribute readily to discussions in lessons and are willing to answer questions without fear that they might not be right.

- Some teaching is outstanding. In these lessons, teachers plan exciting activities and ensure the lower ability and the more able pupils are equally stretched. Teachers have excellent subject knowledge: every pupil in one Year 6 mathematics lesson, for example, was totally involved, their concentration was tangible and there was urgency about working out angles from a limited amount of information. Teachers and their assistants questioned, supported and extended understanding well and had a sound picture of each pupil's progress. Teaching assistants work closely and effectively with the teachers to support disabled pupils and those with special educational needs or those whose first language is not English.
- In an outstanding philosophy lesson, Year 6 pupils were developing excellent debating skills. Working in small groups, they were thinking very hard while listening carefully to the views of others. In a Year 1 music lesson, the teacher's in-depth questioning and modelling, based on high-level subject knowledge, helped pupils to understand rhythm and beat and compose their own music.
- Teachers' subject knowledge is good and is developed through the school's continuous training programme. Their improved understanding of how to teach reading using sounds and letters helps them ensure that children in the Early Years Foundation Stage make accelerated progress in reading. The well-planned activities offered in Years 1 and 2 encourage pupils to write more vividly, for example, about the Fire of London. Teachers' awareness of girls' lack of confidence in mathematics has meant they have been able to pinpoint their achievement in this subject for improvement.
- Teachers check pupils' progress regularly and put in place ways of helping those who are stuck. Pupils appreciate teachers' marking because it is so helpful. They fully understand the different colours used by teachers to highlight strengths in the work and to indicate things that need to improve.
- Homework activities have recently been improved so that pupils can explore new ideas and extend what they are learning in school. Pupils regularly reflect on what they have learned, on what they have done well and how their work can be improved. They enjoy the challenge of assessing for themselves how well they are doing.
- Some teachers do not make enough use of the analysis of data regarding pupils' progress to design activities that will extend pupils' understanding or enable them to produce their best work. In occasional lessons where the learning is adequate but no better, the most able pupils, in particular, are not sufficiently challenged.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They come to lessons expecting to learn and to enjoy them. Excellent relationships throughout the school are positively promoted by a strong emphasis on values. The level of mutual respect between pupils is a key strength of the school. Attendance is above average.
- Pupils readily support each other in class and at playtimes. When they struggle with their work, their classmates spontaneously help them until an adult is able to take over. Lunchtimes are delightfully relaxed occasions where pupils converse easily with each other. Older pupils take care of the younger ones. Playtimes are sociable and enjoyable.
- Inspectors found no evidence of bullying. Pupils understand what to do about any hurtful behaviour. Those pupils with disagreements are helped to understand how these can be

resolved. Pupils understand how to deal with any unwelcome behaviour and have great confidence in the staff's ability to address any concerns.

- Pupils' good attitudes to school are reflected throughout the school. They present their work carefully in their books. Displays are attractive and well used. There is no litter. Attendance is high. In occasional lessons, where pupils are not wholly engaged by the activities, pupils do not apply themselves as well as they might.
- Pupils' spiritual, moral, social and cultural development is promoted well and is a strength of the school. There are very good opportunities for reflection on a range of personal and whole school concerns. As a result, pupils have a mature and responsible attitude to themselves and others.
- The school's work to keep pupils safe and secure is good. Pupils whose circumstances make them vulnerable settle well with the help of the school's well-being coordinator. As a result, they are able to apply themselves well to learning.
- Pupils, parents and staff all believe that pupils feel safe in school. Pupils have timetabled opportunities to discuss values and concerns. All pupils are engaged by these activities. Pupils are taught how to keep themselves safe outside school, for example, on the internet.

The leadership and management are good

- The headteacher's leadership and her total commitment to developing pupils' achievement and their sense of values have made this a very successful school. She has welded together a team of staff who have high expectations for their pupils and who are proud to belong to the school.
- Senior managers' records of checking the work of the school, including the appraisal of teachers, provides a good picture of pupils' progress and teachers' practice. However, there are inconsistencies in teaching, and leaders' judgements of teachers' work and the targets they are set are sometimes too descriptive to identify how their practice will be improved
- Teachers in charge of subjects and areas of the school, including the Early Years Foundation Stage, work well with colleagues to develop their skills and knowledge. Teaching has improved since the last inspection throughout the school.
- The curriculum is creative and engages pupils' interest and imagination very well and is at the heart of their good attitudes to learning. It includes a good range of artistic and musical activities as well as links with other countries. It ensures a wide understanding of the world as well as helping pupils to value themselves and others. In all lessons, there is clear emphasis on developing pupils' basic skills of literacy and numeracy, as well as skills, such as questioning, reflection and debating, needed for the twenty first century.
- The school uses the primary sports premium appropriately and this is displayed on the school's website. The school has used this to provide additional small-group work, additional resources and one-to-one tuition where this is needed.
- The school has an accurate picture of priorities for development. The school development plan is detailed but not always sufficiently well focused or precise enough for leaders to measure the impact of initiatives on pupils' progress.
- Links with parents are good and the vast majority of parents are very positive about their children's experiences.

■ The local authority has little involvement with the school because it is perceived to be successful.

■ **The governance of the school:**

- The Governing Body has been well trained to fulfil its responsibilities. Governors have a good understanding of officially released data describing the performance of their school and use it to decide priorities. Having received regular reports from the headteacher, they visit the school to see the impact of initiatives for themselves. They have an accurate understanding of the school's strengths and areas for development. They attend pupil progress meetings, take part in meetings where pupils' work is levelled, and look at pupils' books. Governors check the progress of different groups of pupils, such as those entitled to pupil premium, to see how well the funds are being used. Governors ensure that all aspects of safeguarding are robust. These activities allow the governing body to challenge the school well. They have a good understanding of the work of teachers and this puts them in a strong position to hold the school to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116702
Local authority	Herefordshire
Inspection number	440336

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair	Darren Stokes
Headteacher	Julie Rees
Date of previous school inspection	5 April 2011
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