

Inspection of Ledbury Primary School

Long Acres, Ledbury, Herefordshire HR8 2BE

Inspection dates: 14 and 15 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Leaders and pupils share the same high aspirations. Pupils understand and follow leaders' vision of being 'determined to succeed'. Pupils spoke positively about the support they received from teachers. A typical comment from parents was that leaders go 'above and beyond' to support pupils' learning and well-being.

Leaders have designed a curriculum that enables pupils to achieve well, and they do. Pupils appreciate their teachers. They know that teachers want them to be successful in their learning and to build on the exceptional start they have in the early years.

Pupils' behaviour and attitudes to learning are respectful and positive. In the classroom, a minority of pupils show some low-level, off-task behaviours. Staff understand the precise needs of these pupils. They act quickly and efficiently to address any behaviour issues.

Leaders place a strong emphasis on pupils' personal development. Pupils can explain their understanding of equality and diversity. Pupils develop their leadership roles. House captains show visitors around and organise different events. Years 5 and 6 pupils mentor younger pupils in mathematics effectively. Most pupils take part in one or more of the extensive range of high-quality enrichment opportunities. Mindfulness, choir, art and archery enhance pupils' wider experiences.

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

There is exceptional leadership of the school. The shared passion across governors, leaders and the wider staff helps to develop the school further. Governors know the school very well. They support and challenge leaders in meetings and in visits to the school. Governors review and question leaders' decisions about the curriculum. They hold leaders effectively to account for safeguarding and the quality of provision for pupils with special educational needs and/or disabilities (SEND). Leaders carefully consider staff workload; staff welcome this.

Throughout the school, including in the early years, positive relationships between teachers, pupils, parents and carers help pupils to be confident and happy. Children in the early years have an excellent start to their school life. Leaders encourage children to learn more and to develop a curiosity about the world. Children and teachers make the most of the very special environment they have created.

Leaders have designed a highly ambitious curriculum for all pupils, including those with SEND. The curriculum encourages and enables pupils to achieve their academic potential, which they do. In many subjects, the curriculum has developed extensively over time. Recently, a few subjects have had new leaders who are working rapidly to align their curriculums with other more extensively developed subjects.

Teachers have secure subject knowledge. They regularly check that pupils understand what they have to do. For example, in mathematics, younger pupils could explain how their number lines developed from their previous learning of number bonds to 10. However, in a small number of subjects, sometimes pupils do not remember the key knowledge that they need to know sufficiently well. These pupils then struggle to build on their previous learning. This leads to gaps in their knowledge.

Leaders quickly identify any pupils who may need additional support, including pupils with SEND. All pupils follow the same curriculum. Teachers use information about pupils' additional needs to adapt their teaching effectively. This means that pupils with SEND can successfully access learning and achieve in line with other pupils.

Leaders place literacy and numeracy at the heart of pupils' learning. This enables pupils to securely develop these skills. Pupils are enthusiastic about reading. They enjoy many opportunities to read to an adult or by themselves. Pupils read, with understanding, a diverse range of fiction and non-fiction texts fluently. Leaders identify any pupils with weak literacy skills as soon as they join the school. The precise and effective sequencing of phonics teaching ensures that pupils learn the right sounds at the right time. Teachers make sure that books match the sounds that pupils learn. Those pupils who need help to catch up receive support quickly. This helps pupils learn to read with confidence and enthusiasm.

Pupils' attitudes to learning are positive. Most pupils focus on their learning and talk enthusiastically about their work. Excellent relationships between pupils and teachers create a calm environment. Occasionally, a few pupils lose focus on their learning, which can affect others. Teachers manage these pupils calmly and effectively. They help pupils refocus successfully and take part in their learning or social activities.

Leaders' work to promote pupils' personal development is highly effective. Pupils understand about healthy relationships and respecting the views of others. Pupils voice their opinions about the school. This encourages a strong sense of belonging. Pupils appreciate trips and visits to places, including a science activity museum and residential trips to London.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is exceptionally well embedded in the culture of the school. Leaders are visible in person and their photographs are on display around the school. Leaders know the pupils and their local context very well. They use this knowledge to plan support and help for pupils and their families. Leaders contact external agencies quickly when families require early help. All staff recognise that keeping pupils safe is everyone's responsibility. Where staff have concerns, there are clear, swift processes to record and inform leaders so action can be taken.

Pupils learn about how to keep themselves safe. This includes online safety, and when talking to unfamiliar people and visiting new places.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is less well developed than others. Where this is the case, pupils do not consistently access deeper learning. Leaders should further develop these subjects so that pupils access deeper learning across the full range of subjects.
- In a few subjects, sometimes pupils do not remember the key learning that they will need later on. As a result, a few pupils have gaps in their knowledge and are not able to build on their prior learning. Leaders should ensure that, in all subjects, teachers check that pupils understand the key learning and that pupils retain this knowledge over time.

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	116702
Local authority	Herefordshire
Inspection number	10269048
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	Local authority
Chair of governing body	Diane Paxton
Co-headteachers	Julie Rees and Rachel Ussher
Website	www.ledbury.hereford.sch.uk
Date of previous inspection	15 February 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors focused on the following deep dives: early reading, mathematics, science and religious education. Inspectors considered the curriculum, visited lessons, heard pupils read to a familiar adult, looked at pupils' work and talked with pupils about their learning. Inspectors also looked at the curriculum in other subjects.
- Inspectors reviewed a range of school documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.

- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also looked at how incidents that are reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with a representative of the local authority, school improvement partner, governors, the co-headteachers, teachers, learning support practitioners and pupils. Inspectors also talked informally to pupils and staff to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, and the free-text comments. Inspectors also considered the responses to Ofsted's staff survey and pupil questionnaires.

Inspection team

Stuart Clarkson, lead inspector	His Majesty's Inspector
Antony Bradshaw	His Majesty's Inspector
Vanessa Payne	Ofsted Inspector

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