



Ivington C of E VA Primary School

Inspection Report

Unique Reference Number 116894
LEA Herefordshire
Inspection number 279935
Inspection dates 26 June 2006 to 26 June 2006
Reporting inspector John Eadie AI

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

Type of school	Primary	School address	Leominster
School category	Voluntary aided		Herefordshire
Age range of pupils	4 to 11		HR6 0JH
Gender of pupils	Mixed	Telephone number	01568 720216
Number on roll	95	Fax number	01568 720167
Appropriate authority	The governing body	Chair of governors	Mr John Hanson
Date of previous inspection	3 July 2000	Headteacher	Mrs S Morgan

Age group 4 to 11	Inspection dates 26 June 2006 - 26 June 2006	Inspection number 279935
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school is set in the Herefordshire countryside and serves a widely spread rural community with a number of pupils coming from the nearby town of Leominster. Almost four out of five pupils live outside the school's catchment area. The locality has suffered from the decline in the agricultural industry and is not as economically stable as it was. Virtually all pupils are of White British heritage and almost all speak English at home. The proportion of pupils with learning difficulties and disabilities is significantly higher than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

One can appreciate why many parents bring their children some distance to attend this school as it is a good school with some outstanding features. The school's own evaluation of its effectiveness matches that of the inspection. The pupils enjoy an outstanding curriculum and the school has created a vibrant and stimulating learning environment. The results of a variety of stimulating projects, particularly artistic, where pupils have worked with professionals, enhance this environment significantly. The school also provides outstanding levels of care and guidance, which result in pupils' excellent personal development. Within this very positive picture, there is an area for development. The school has recently started setting targets for pupils, but these are not yet sufficiently clear to enable pupils to know what they need to do to improve their work.

Pupils are making good progress through the school. This is because teaching is good. The good start which children of Reception age make is an important factor. Many children enter the school with levels of skills and knowledge below those expected for their age and make good progress to reach standards normally found at the start of Year 1. The support for pupils with learning difficulties and disabilities throughout the school is particularly good. There are times when more able pupils are not given sufficiently challenging work and so do not make the best possible progress.

Leadership and management are good, staff development and training being a particular strength. Finances are managed carefully, both within school and by governors, and the school gives good value for money. Good progress has been made since the previous inspection. Bearing this in mind and with the clear commitment to continue to improve, the school is well placed to move forward.

What the school should do to improve further

- Ensure that more able pupils are consistently given work that challenges them.
- Ensure that the targets set enable pupils to know what the next steps in their learning should be.

Achievement and standards

Grade: 2

Pupils make good progress and reach above average standards by the time they leave. The majority of children start in the Reception class with lower levels of skills and knowledge than expected for their age. They make good progress in this class, particularly in their personal development and their knowledge and understanding of the world, to reach standards broadly in line with expectations by the start of Year 1. However, standards in some areas of English and mathematics, which were low when they started, are still below expected levels by Year 1. Good progress continues through the rest of the school. The pupils currently in Year 2 have reached above average standards in reading, writing and mathematics. Particularly pleasing has been the

improvement in standards of writing this year; this was the weakest area in national tests last year. Analysis of the school's tracking of the progress of the pupils currently in Year 6 shows that they have made good progress in recent years and have met sufficiently challenging targets. However, their standards are average, and rather lower than usual, as this group of pupils contains a very high proportion of pupils with learning difficulties. Nevertheless, this is a good example of the particularly good progress made by pupils with learning difficulties throughout the school considering their starting points.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding throughout the school. Children of Reception age work happily and safely together with confidence and pleasure. Pupils' spiritual, moral, social and cultural development is outstanding; their awareness is developed well through inspiring assemblies, circle time and lessons. They support the school loyally saying they enjoy many subjects and really enjoy school. Consequently, attendance is above average and improving.

Pupils' behaviour is exemplary. They are respectful, considerate and are dedicated, enthusiastic learners who work with confidence. The school successfully encourages pupils to adopt positive lifestyles. Most pupils choose to eat the nutritious lunch and fruit at break and it was good to see many pupils munching spare tomatoes at the end of the day. Many benefit from participating in the range of team games, physical education and swimming lessons. Pupils say they feel safe as teachers constantly supervise everyone. The school council makes a positive contribution by raising funds for a range of local charities and those further afield. The pupils not only adopt safe practices but actively campaign for them by, for example, writing to the local council to ensure the road is gritted and to ensure road safety during freezing winter weather; this prepares them well for their future life and work beyond school as does their proficiency in basic skills.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and this is the major reason for the good progress that pupils are making. A strength of teaching is the very good relationships that teachers have with their pupils, which lead to a very positive atmosphere. Pupils are therefore keen to work hard and do well. A further strength is the support given for pupils with learning difficulties. Teachers plan work to suit their particular needs and they are supported well, particularly by teaching assistants, so that they succeed. The result of this is that the large majority of pupils meet the expected level in national tests, despite the higher than average proportion of pupils who find work difficult.

Teachers do not always provide really challenging work for the most able and this is an area for development. Opportunities are missed to extend the learning of these pupils. For example, they often have to complete the work given to the rest of the class before moving on to more difficult work.

There are good systems of assessment in place which are being used well to identify pupils who might need extra help. However, they are not yet being used to set clear targets so that pupils know what they need to learn next. Similarly, teachers' marking is not always helping pupils to see what they need to do to improve.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum, which is creative, unique and achieved a Gold Artsmark Award. Children of Reception age enjoy motivating programmes of activities, which centre on their six areas of learning. Pupils' learning benefits from a wireless laptop network in all year groups giving them a good introduction to the skills in information and communication technology (ICT).

The school provides a wide variety of activities, which include weeks focusing on a range of subjects. 'Carnival Week' gave pupils an opportunity to create their own musical instruments to perform South American music for local villagers. 'The River' provided another opportunity for pupils to present their geographic and poetic work to other schools using an Active Studio presentation enhanced by pupils' own musical compositions. The curriculum succeeds in promoting one of the school's objectives in acting as a 'window on the world' by exposing pupils to different environments through visits and by keeping a careful check on pupils' awareness of multicultural aspects of society.

The school offers a wide range of enrichment activities including sports, gardening, chess and recorders. There is a whole-school choir, and a small vocal group called 'The Honey Brook Singers' who provide music for local church services.

Care, guidance and support

Grade: 1

Pupils are very well cared for and there are outstanding child protection procedures and measures to ensure pupils' health and safety. The mission statement which is to 'provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning' is evident in all aspects. This is a calm, purposeful and respectful learning environment.

The behaviour policy works effectively to promote dignified, considerate and respectful conduct. The improving attendance rates reflect positive measures taken by the school including discouraging family holidays during term time. All the staff know the pupils well and social development is promoted sensitively through times set aside for the purpose in classes. Vulnerable pupils and those who have learning difficulties are identified quickly and supported carefully so they gain in confidence and know they are safe. This is helped by assessment information which provides good quality academic

guidance for pupils although setting targets to help pupils is at an early stage of development.

Leadership and management

Grade: 2

Leadership and management are good. There is a very evident sense of teamwork and the team is good at evaluating the progress made by the school. A number of stakeholders are involved in this process. For example, regular surveys of parents' and pupils' views are carried out. As a result of these, initiatives have been taken, such as a renewed emphasis on anti-bullying. Governors and the local community are also very much a part of the school and have their say in the school's development. Careful analysis of test results is carried out and effective procedures put in place to raise standards. The improvement in standards of writing is a good example of the success of this process. At present the school improvement plan is a good tool for taking the school forward, but it does not have a clear focus on what is most important and the procedures for measuring the success of initiatives are not sufficiently precise.

Staff development is a high priority for the school. Evidence of its success is the number of staff who have left in recent years to go on to be headteachers or deputy headteachers in other schools. The promotion of these staff is ample evidence of the support and development of staff. Training for governors is also well focused and governors are knowledgeable and well-informed. There is a determination to raise standards, whilst never forgetting that each child is an individual. Bearing this in mind, the school is well placed to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us to your school. We really enjoyed talking to you and looking at your work. We were very impressed with how polite and well behaved you are. You are right to be proud of your school as it is good.

We think the following are the best things about your school

- The work that is planned for you is often very exciting and interesting and there are lots of examples of your fantastic work around the school, particularly the art and pottery done with visiting artists.
- You are confident and happy because grown-ups look after you extremely well.
- You behave exceptionally well and look after each other well.
- You are making good progress through the school as your teachers teach you well.
- Your headteacher and teachers know clearly how they can improve the school.
- Pupils and staff all get on really well with each other.

These are the things that we have told your school it needs to improve

- Sometimes those of you who find work easy are not given work that is difficult enough.
- The targets that are set for you do not always show you how to make your work better.