

Lugwardine Primary School

Inspection report

Unique Reference Number	116706
Local Authority	Herefordshire
Inspection number	290606
Inspection dates	4–5 July 2007
Reporting inspector	Hazel Callaghan

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 on roll	
School	174
Appropriate authority	The governing body
Chair	Samantha Hughes
Headteacher	Julie Powell
Date of previous school inspection	18 November 2002
School address	Barneby Avenue Bartestree Hereford HR1 4DH
Telephone number	01432 850449
Fax number	01432 850449

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The majority of pupils are of White British backgrounds. Most live fairly close to the school but increasingly pupils are travelling from further away. The number of pupils who join the school after the Reception class and leave before the end of Year 6 is greater than that found nationally. The proportion of pupils identified as having learning difficulties is lower than the national average. Although attainment when children start in the Reception class is usually above that expected for their age, this can vary considerably from year to year because the number of pupils in each year group is often quite small. The headteacher has been working with other schools in the local area, which took her away from school last term for a few days each week.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lugwardine Primary is a good school that provides a stimulating education for its pupils. The curriculum is good, especially in the Reception class where pupils' curiosity and knowledge are well nurtured. In all classes natural links between subjects are used to make learning more meaningful and activities engage pupils' interest and enjoyment in learning. Positive progress has been made in developing the provision for information and communication technology (ICT) and opportunities for pupils to follow their own lines of enquiry are much improved. Personal development is promoted well and pupils grow in maturity and in self-confidence. Pupils' ability to work effectively in teams also prepares them well for the next stage of learning and the world of work. The provision for pupils' care, support and guidance is good. Many parents commented on the good levels of care provided. Relationships between staff and pupils are very positive and most pupils get on well with one another. One pupil described the school as, 'good because of the people in it'.

Most pupils achieve well, especially in mathematics and science. By the end of Year 6, standards are usually well above the national average. In English standards are not as strong, although still above average, and the school has correctly identified writing as the key area for improvement. Teaching is good overall but its quality is inconsistent. Where it is strong, such as in the Reception class and in Year 6, good progress is made. Many lessons across the school have successful elements that help pupils understand how well they are getting on and how to improve. The best learning occurs when teachers have high expectations for pupils' progress and provide activities that challenge their knowledge and ideas, and this is typical in mathematics and science but not in writing.

Leadership and management are good and staff work as a united team towards meeting the personal and academic needs of pupils. The senior management team fulfils its role well and its members are highly conscientious. The head has delegated responsibilities wisely and the strengths of different staff have been used well to strengthen school management. The school has a variety of monitoring systems that provide the head and senior leadership team with an accurate evaluation of the school's strengths and weaknesses. Systems for monitoring pupils' attainment and progress have been improved and data are used successfully to identify those who need greater support. This, and the good support from teaching assistants, ensures that the provision for pupils with learning difficulties is good. However, information about pupils' progress is not combined effectively with that gained from lesson observations to provide a clear view of how to improve teaching further. This is especially so in the teaching of writing. Governors work closely with the school, but recognise that they need to develop their monitoring role so they can be more involved in strategic planning. The school has made good improvements since the previous inspection and there is a clear commitment and good capacity to make further progress.

What the school should do to improve further

- Improve progress in writing so standards in English are raised in line with those in mathematics and science.
- Use information from lessons with data about pupils' progress to identify how teaching can be improved and made consistently good.

Achievement and standards

Grade: 2

Standards at the end of Year 2 are usually above average and at Year 6 well above. Standards vary a little from time to time because cohorts are small and there are different numbers of pupils with learning difficulties in each year group, but invariably pupils achieve well. Good progress begins in the Reception class, and when pupils move into Year 1, standards are above those expected for their age in all areas of learning. This continues through the school especially in mathematics and science. Progress in English is satisfactory overall and writing is recognised by the school as an area for improvement. The most able pupils usually attain above average standards because their ideas are challenged and their knowledge and skills extended. Pupils with learning difficulties and/or disabilities also make good progress from their relative starting points. Many attain standards expected for pupils of their age.

Personal development and well-being

Grade: 2

Most pupils enjoy school and want to do well. They concentrate effectively and show interest in their activities. The majority behave well. They are respectful and polite towards visitors and to each other. A few pupils find it difficult to be sensible at playtimes, but if bullying actions occur pupils say that teachers are quick to deal with any concerns. Pupils say they feel safe in school and attendance is good.

Pupils' spiritual, moral, social and cultural development is good. Pupils show care for one another and empathy for those in difficulties. They recognise that British society is made up of many races and religions, but pupils' experiences of this diversity are rather limited. Pupils enjoy taking responsibility and contributing to their community. They actively raise money for a variety of local and worldwide charities. Pupils on the school council have been responsible for many positive changes in the life of the school. Recently, for example, they took part in the appointment of a new member of staff. By the time pupils leave school they have developed an effective range of interpersonal skills and have a good understanding of how to keep safe and promote a healthy lifestyle.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall but the quality of both is inconsistent. Pupils make particularly good progress in the Reception class and in Year 6 because teaching is very effective. Throughout the school, teachers know what they expect pupils to learn. Their explanations are clear so that pupils are usually confident about tackling their work. The teaching captures pupils' interest well, and this is reflected in pupils' enthusiasm for learning and their good behaviour. Teachers usually know just when to intervene with well judged questions and when to stand back and let pupils work things out for themselves. Teaching assistants are well briefed and provide good support, particularly for pupils with learning difficulties. They also provide good support for the wide range of abilities in the class of Years 1 and 2 pupils. Assessment procedures are good and ensure that work is often well matched to pupils' learning needs. However, information about the pupils' progress and its use in some lessons are not used well enough to secure teaching that is consistently good. Teachers are generally well informed about

the subjects they teach. This is particularly evident in mathematics and science. The school recognises the need to ensure that teaching is consistently good, especially in writing.

Curriculum and other activities

Grade: 2

Children in the Reception class benefit from a good range of rich learning experiences, which develops their knowledge and understanding well. In Years 1 to 6, provision for English is sound, although opportunities are sometimes missed to develop pupils' writing skills in other subjects. Provision in mathematics and science is good and reflected in pupils' good progress in these subjects. Provision is also good in ICT. Pupils have regular access to computers and they use their above average skills well to support their work in other subjects. Across the school, provision for pupils' personal development contributes to their positive attitudes and behaviour. The school also emphasises the development of pupils' awareness of environmental issues and healthy lifestyles.

The curriculum is enriched by many clubs, visitors and visits, which are greatly enjoyed by pupils. After reflecting on a visit to Blists Hill Museum, one pupil commented, 'It was great. We dressed in Victorian clothes and got a real feeling about how Victorians used to live.'

Care, guidance and support

Grade: 2

Pupils say that staff look after them well and they feel safe. They say that there is always someone who will listen to their worries or concerns. New pupils to the school settle quickly and several parents commented on the good levels of support their child has received. The safety of all pupils is given high priority. There are clear procedures for child protection and good strategies for safeguarding pupils. The school has built a strong partnership with parents so that staff and families work well together to support the children. Parents' views about a range of school matters are regularly sought. The well attended breakfast club, for example, was introduced in response to the needs of both parents and pupils. Even though some parents would welcome more information, parents are kept well informed via the weekly newsletters.

Pupils are developing a good understanding of how well they are doing and how to improve their work. The use of information about how to be successful in their tasks, especially in writing and in topic work, is providing a clear structure for them to work towards. The recently introduced targets for pupils' next steps in learning are working satisfactorily, but are not sufficiently well matched to individual pupils' needs.

Leadership and management

Grade: 2

Good leadership and management are at the heart of the school's success. The headteacher is quick to recognise and praise the work of staff and pupils, and alert to situations when people need advice and guidance. This has recently been extended to other schools and some parents have expressed concern about what seemed to them to be the low profile of other leaders when the headteacher is absent. Evidence shows however that the senior leadership team, has worked well and their variety of expertise has enabled the school to continue to move forward successfully. As a result, teamwork is strong and staff share a common determination to do their best for the pupils. The school development plan identifies the right areas for improvement

and these are generally tackled effectively. For example, improvements in pupils' mathematical and scientific problem-solving and investigation skills are now key strengths due to the sustained efforts of staff. Nevertheless, there are some areas for development. While the school uses a wide range of monitoring procedures to review its work the analysis of the information gathered is not always sufficiently penetrating to support further improvement. For example, teachers do not consistently receive the clear information they need to improve pupils' progress in writing. The school recognises the need to improve teaching, where it is satisfactory, to match the good teaching that is generally evident across the school.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

5 July 2007

Dear Children

Inspection of Lugwardine Primary School, Bartestree, Hereford. HR1 4DH

I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed chatting to you and found what you said very interesting. I thought you would like to know what we found out about your school.

What we liked about your school:

- It is a good school where you are happy and enjoy your lessons.
- You get on well with each other and with the adults in the school.
- Most of you behave well and are very friendly and kind to each other.
- You try hard and you achieve well to reach well above average standards.
- Teaching is good overall and teachers help you to be successful in your work, especially in mathematics and science.
- You understand the importance of keeping healthy and safe and try to make positive choices about exercise and what you eat.
- You are good at taking responsibility and enjoy helping others.
- All the adults in school look after you well and help you feel safe.
- The school is led well by your headteacher and the other senior staff.

What we have asked the school to do now:

- To help you make good progress in your writing so you reach standards in English that are as high as those in mathematics and science.
- To identify what could be better in teaching so that there is consistently good teaching in all lessons, especially in English.

Thank you again for being so polite and helpful.

Mrs Callaghan Lead inspector