



# Little Dewchurch CofE Primary School

Inspection Report

**Unique Reference Number** 116828  
**Local Authority** Herefordshire  
**Inspection number** 290649  
**Inspection date** 23 January 2007  
**Reporting inspector** David Driscoll

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

<b>Type of school</b>	Primary	<b>School address</b>	Little Dewchurch
<b>School category</b>	Community		Hereford
<b>Age range of pupils</b>	4-11		HR2 6PN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01432 840645
<b>Number on roll (school)</b>	52	<b>Fax number</b>	01432 840340
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ginny Lilwall
		<b>Headteacher</b>	Sue Sumner
<b>Date of previous school inspection</b>	18 February 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 23 January 2007	<b>Inspection number</b> 290649
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Little Dewchurch is a very small school that serves a reasonably affluent area of rural Herefordshire. Very few pupils come from a minority ethnic background and all speak English as their first language. The proportion of pupils with learning difficulties is below average. A new headteacher was appointed in September 2006.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Little Dewchurch provides a satisfactory education for its pupils, including children in the Foundation Stage. Parents rightly comment that the school is a happy and welcoming place, where pupils settle in easily and enjoy their education because they are known well as individuals. Pupils' achievement is satisfactory. They leave with average standards and are appropriately equipped with the skills needed for the next stage of their education. Some more-able pupils are capable of better standards, but do not always reach them because the sound teaching does not always stretch such pupils in lessons. The school's own evaluation of its performance, especially in terms of teaching and achievement, is over-generous. Although leadership and management are satisfactory, too little attention is paid to analysing data or identifying the main strengths and weaknesses in teaching that may lead to improved provision. The school's managers are aware of the most important aspects of pupils' performance that are in need of improvement.

The quality of care, welfare and guidance is satisfactory overall, as is the curriculum. Pastoral care is a strength, and, together with the positive support from parents, helps to ensure that pupils' personal development is good. The school has worked hard to develop good and constructive relationships with parents. They ensure their children come to school regularly and reinforce the school's work in stressing the importance of good attitudes and behaviour. Pupils respond well to such expectations. They behave well, and are keen to learn and to take part in activities.

### What the school should do to improve further

- Ensure that achievement is improved by matching work more carefully to the needs of more-able pupils.
- Ensure that the systems for checking the school's performance are detailed enough to identify how to bring about improvements.

## Achievement and standards

### Grade: 3

Pupils join and leave the school with average standards, having made steady progress in all years. Boys' and girls' achievement is satisfactory, but more-able pupils do not always reach the standards of which they are capable. No pupil was awarded the higher Level 3 in writing or mathematics at the end of Year 2 in 2006, for example, when some pupils were clearly capable of reaching such a standard. On the other hand, one Year 5 pupil has moved on to secondary school early, because she had already reached Level 5 in all her subjects.

## Personal development and well-being

### Grade: 2

Pupils enjoy coming to school and this is reflected in their good attendance. They have good attitudes to their work, are keen to learn and behave well. Pupils are clear about safe and healthy lifestyles. They are good at putting their understanding of how to stay safe into practice, for instance, showing a good awareness of the possible dangers of using the Internet. They take part in regular sports and 'Huff and Puff' lunchtime activities, which help them to remain fit. However, too many still eat crisps and sweets as their break time snack. Pupils are proud of their school and their responsibilities as school councillors, although currently these are only Year 6 pupils. Councillors particularly enjoy their roles as 'buddies' and in helping to choose which pupils should be awarded good behaviour badges. Spiritual, moral, social and cultural development is good. The close links with the church, participation in village events and fund raising for charity enable pupils to contribute satisfactorily to the wider community. Pupils leave the school as mature and confident individuals.

## Quality of provision

### Teaching and learning

#### Grade: 3

Lessons are consistently planned in great detail, so they run smoothly, with all resources to hand. Many of the activities chosen interest and enthuse the pupils. They were captivated when reading newspaper reports of people being killed in extreme weather in this country, for example, because they were not aware that the weather here could have such devastating effects. While teaching meets the needs of most pupils, some more-able ones are not always given work that is hard enough for them, such as sums they can work out in their heads when they are supposed to use counters. At other times, the work may be hard enough, but the teacher does not check sufficiently frequently that all are working.

### Curriculum and other activities

#### Grade: 3

The curriculum in the Foundation Stage is satisfactory. All areas of learning are adequately covered, but the lack of space, both inside and out, limits the opportunities for children to use large equipment and choose activities using a wide range of resources. The school is already well on the way to improving the amount of space available. Throughout the rest of the school the curriculum is being adapted to link subjects together in order to make learning more relevant and interesting for the pupils. Pupils say they enjoy topic work and that, 'Teachers help them have a fun time.' However, pupils do not get enough opportunities to use computers to support their learning in literacy and numeracy. Provision for pupils' personal development helps them to gain a satisfactory understanding of citizenship and being healthy, while good emphasis is placed on learning how to stay safe. Visits and visitors to the school

effectively extend pupils' learning experiences, but pupils would like more lunchtime or after-school clubs.

## **Care, guidance and support**

### **Grade: 3**

The school provides a good level of pastoral care for its pupils, who say 'it is a happy, friendly and fun place to be'. Relationships are particularly good because all pupils are known, and valued, as individuals. Pupils feel safe and secure and know there is always someone there for them if they have any worries or concerns. Instances of bullying are very rare and quickly and efficiently dealt with as they arise. Child protection and other systems for safeguarding pupils' health, safety and well-being are satisfactory, but some aspects need updating and better recording. The relatively new systems for tracking pupils' progress now give a clear picture of how well pupils are doing each term, but guidance on how to help pupils improve their work is inconsistent across the school.

## **Leadership and management**

### **Grade: 3**

Although standards have been falling in recent years, the pupils' achievement has remained satisfactory. The school's managers, including governors, are doing enough to keep it on an even keel, but not enough to really forge ahead and raise standards substantially. Managers get a satisfactory overview of performance, which allows them to identify the most important areas that need to be improved. However, the methods used for checking on what the school does to bring about such performance do not go into enough detail, so plans to improve the school do not make clear exactly what needs to be done in the classroom to raise standards. Managers are good at working to the school's strengths, such as reaping the benefits of its small size to ensure all pupils are known well as individuals. The school's good reputation for working with parents is fully justified, so parents are very supportive of its work.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> 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.



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

As you know, we came to visit your school recently to check on how well it is doing. We had a great day in school, mainly because we enjoyed talking to you so much. You really impressed us with your good manners and behaviour. We were pleased to see how much you enjoy school and how much you know about staying safe, fit and healthy. Some of you, though, do not always eat as healthily as others, so try not to eat crisps and sweets at break times.

You are doing as well as we would expect at school, because you are getting a satisfactory education. When you leave school, your results are the same as most other schools. Your teachers take good care of you, but some of the cleverest of you could still do a bit better, so we have asked teachers to make sure you get work that really makes you think hard. You are taught all the subjects that you should be taught, and we agree with you that lessons are often fun. The people who run the school are making sure that there are no major problems, and that all is organised properly, although there are a few things that need updating. We have asked them to try to make the school better more quickly by checking on what is happening in school more carefully. This will include checking on how well each of you is doing and what exactly it is that will help you to learn more quickly.

Thank you very much for being so kind to us, and for helping us to do our job.

With all best wishes for your future.