



Llangrove CofE Primary School

Inspection Report

Unique Reference Number 116896
Local Authority Herefordshire
Inspection number 290673
Inspection dates 18–19 October 2006
Reporting inspector Jacqueline Wordsworth HMI

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

Type of school	Primary	School address	Llangrove
School category	Voluntary aided		Ross-on-Wye
Age range of pupils	4–11		HR9 6EZ
Gender of pupils	Mixed	Telephone number	01989 770322
Number on roll (school)	90	Fax number	01989 770879
Appropriate authority	The governing body	Chair	Jonathan Price
		Headteacher	Andrew Best
Date of previous school inspection	14 February 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

The pupils come from the village of Llangrove and its rural communities, nearly all are from White British backgrounds. The proportion of pupils with learning difficulties is broadly in line with the national picture. However the number of pupils eligible for free school meals is well below average. This is a very small school with year groups rarely larger than 15 pupils and sometimes as low as 6. Therefore, the statistical analysis of the school's results in the national tests must be treated with caution. The school was led by two acting headteachers during 2005. A new headteacher and senior leadership team have been in place since September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' progress, achievement and the quality of teaching and learning.

On joining the school in the Foundation Stage, children are accurately assessed to establish their starting point and this information is used to carefully plan for their next steps in learning. However, whilst the school collects a large amount of assessment information, it is not used effectively further up the school to set challenging targets for pupils or to plan work matched to their needs. The use of target setting and careful marking is inconsistent and therefore not all pupils are sufficiently aware of how to take the next steps in their learning.

As a consequence of marked weaknesses in teaching such as inadequate pace and challenge, most pupils underachieved in the 2006 national tests. The exception is pupils with learning difficulties and disabilities, as support for these pupils through their individual plans provides a safety net that ensures they make satisfactory progress. The school has identified that a significant number of pupils in all classes have underachieved in the past and still have some way to go to make up lost ground. The school's own assessment data suggests that progress for some individuals has stalled or declined since the time of the previous inspection. Work in books shows that higher-attaining pupils in particular make unsatisfactory progress in building on their skills and potential. The standard of presentation is no better than satisfactory and is often poor.

Children do, however, develop good personal qualities during their time at the school. They enjoy coming to school and attend well. They offer and discuss opinions confidently. The programme for pupils' personal development provides a firm foundation for pupils to develop a sense of self and what it means to be part of a community. The inclusive and strong Christian ethos, together with support from families, governors and the local community, creates an environment where children feel happy and safe. The pupils' spiritual, moral, cultural and social development is effective. As a result, pupils are on track to become responsible citizens of the future.

The new headteacher quickly recognised that weaknesses in the curriculum and teaching were the root cause of widespread underachievement. He has now provided the school with a clear direction and has communicated his vision to staff in a revised school improvement plan. Importantly, he has put in place more robust systems to identify and meet the needs of pupils, and is taking steps to strengthen the currently underdeveloped roles and responsibilities of the middle managers, especially in terms of developing their skills in checking the quality of teaching and its impact on pupils' learning. He has introduced a programme to check on the quality of teaching and set targets for improvement. These systems are in the early stages of development but

have already led to some improvements, especially in the behaviour of pupils and in their attitudes to learning. This demonstrates the school has satisfactory capacity to improve.

What the school should do to improve further

- Improve teaching by eliminating unsatisfactory practice, improving the pace of learning and the challenge provided.
- Make more effective use of marking and set targets for improvement to enable pupils to know exactly what they have to do to improve their work.
- Improve the use of assessment information to match work more closely to the needs of individuals, especially higher-attaining pupils.
- Improve the skills of the middle managers in the monitoring of teaching and learning, and assessing the effectiveness of their actions on raising standards.

Achievement and standards

Grade: 4

Achievement is inadequate because a significant group of pupils do not make as much progress as they are capable of by the time they leave the school.

When children join the school in the Foundation Stage their standards are broadly average, and careful planning ensures that most children achieve at the expected levels for their age by the end of the Reception year. Standards in national tests should be treated with caution in these small year groups, but the 2006 results do reflect the trend over the last three years. At the end of Key Stage 1, results were just above the national average and pupils made satisfactory progress. Results in reading and mathematics have been better than in writing. This is because there are insufficient opportunities for pupils to write at length. Results in English, mathematics and science were broadly average at the end of Year 6. However, achievement was inadequate because too many pupils did not build upon their good individual results when they were in Year 2. A significant number of them made unsatisfactory progress, especially those capable of attaining the higher Level 5.

A scrutiny of current pupils' work showed that progress is limited and present standards in most classes are below what could be expected for pupils of their ages. Children with learning difficulties and disabilities (LDD) are well supported by the work in their individual plans and make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils have developed strong and trusting relationships with all adults in school. As a result, pupils behave well and have positive attitudes towards school. Older pupils readily offer to look after those that are younger, and enjoy doing so. Pupils have a good understanding of how to adopt a healthy lifestyle. They have satisfactory opportunities for physical exercise and are aware of the importance of a healthy diet.

This is evident in their choice of healthy snacks at playtime and in the pupils' healthy lunch packs. Child protection procedures are in place, pupils learn to keep safe and follow the school routines well. They make a positive contribution to the school and the wider community. Members of the recently formed school council are keen to take their responsibilities seriously. The pupils have a high level of involvement with the local church, village and wider community which results in a good knowledge of their own culture and a sound understanding of other cultures. All these factors help to prepare pupils well for their future lives, but their progress is constrained by underachievement in key skills.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching is inadequate because of the marked weaknesses which hamper the progress pupils make during lessons and over time. Tasks provided for higher-attaining pupils fail to engage their interest and the pace of learning is too slow. Lessons do not always take sufficient account of individual learning needs. Too often, the use of open-ended questioning is weak and teachers accept too readily pupils' first efforts rather than insisting that they strive harder. There is too much emphasis on drawing out their factual knowledge as opposed to encouraging them to question ideas or discuss opinions to extend their understanding. Importantly, some teachers speak for longer than pupils are able to listen effectively, and as a result, pupils lose interest. Literacy and numeracy targets have now been introduced for pupils but these are at an early stage of development. However, there needs to be greater linkage between these targets and the learning intentions identified for future lessons. Teachers' planning often fails to match the pupils learning needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall with some improvement in information and communication technology (ICT) through its integration into other subjects. A well developed outdoor classroom supports the children's learning in the Foundation Stage. There is a broad range of after school activities and clubs, which provide added enjoyment to the pupils' learning. The programme of 'Values Education' supports the pupils' personal development and successfully contributes towards their good attitudes.

A scrutiny of the school's timetables and lesson observations indicates that lessons are often too long to sustain the concentration of young pupils. This inhibits the pupils' learning and compounds the weaknesses in teaching and learning.

Care, guidance and support

Grade: 3

Support and care are good, but guidance is unsatisfactory because pupils are currently unaware of how they can improve their work or how to take the next steps in their learning. The school looks after pupils well and pays good attention to health and safety. Risk assessments are routinely carried out for visits, and arrangements for child protection are robust. Support for pupils with learning difficulties or disabilities is generally good and appropriate external links ensure that additional expertise is secured when required. Pupils say they feel safe and know what to do if an incident of bullying was to happen. Most parents are confident that their children are well cared for.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has quickly developed effective working relationships with all staff, parents and governors. He has harnessed and focused appropriately challenging support for the school from the local authority. These factors have been instrumental in securing the school's capacity to provide an improved standard of education for all of its pupils.

Although the school's judgement of its effectiveness overstated the impact of the improvements, its evaluation of what needs doing is direct, honest and mostly accurate. In this way, it enables the governors to become increasingly involved in the school's drive for improvement. The headteacher is using this clear understanding of the school's strengths and weaknesses to strengthen the roles and responsibilities of the middle managers, particularly in terms of the monitoring of teaching and learning. He is keen to develop the leadership potential of all the staff by reviewing their current strengths, areas for development and training needs.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
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	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	4
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?	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you very much for being so welcoming and friendly towards me during my recent visit to your school. I very much enjoyed the opportunity to talk with you and your teachers about how well you are doing. I thought you would like to know what I have said about your school, which I think has some things it needs to improve.

Most of you behave well and are learning to be kind and considerate to each other. You like the new system to reward good behaviour introduced by the headteacher. In lessons you try to listen carefully to what your teachers have to tell you. The school council works hard for you. Together, you and your teachers are beginning to make the school a place of which you can be proud.

We think that your teachers look after you well and listen to what you have to say. They work hard to help you learn but we think that you would do better if everyone was given more challenging work to do. Sometimes, the work is too easy so you do not learn as much as you might. I have also asked your teachers that when they mark your work they give you a clear target to work on so that you know how to get better at what you do.

We have said that the school should be inspected again to check that the standard of your work continues to improve. I would like you all to make sure that when you complete work it is the very best it can be.