



# Pembridge CofE Primary School

Inspection Report

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Better  
education  
and care

**Unique Reference Number** 116906  
**Local Authority** Herefordshire  
**Inspection number** 290675  
**Inspection date** 12 December 2006  
**Reporting inspector** Stephen Lake

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

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<b>Type of school</b>	Primary	<b>School address</b>	West Street
<b>School category</b>	Voluntary aided		Pembridge
<b>Age range of pupils</b>	4-11		Leominster HR6 9DU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01544 388366
<b>Number on roll (school)</b>	93	<b>Fax number</b>	01544 388 750
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	David Griffith
		<b>Headteacher</b>	Andrew Teale
<b>Date of previous school inspection</b>	25 June 2001		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a smaller than average sized school serving a number of villages. All pupils are of White British origin. The proportion of pupils with learning difficulties or disabilities is average, as is the percentage of pupils entitled to free school meals. An above average proportion of pupils enters or leaves the school between Year 1 and Year 6. A new deputy 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: 2

This is a good and improving school with some outstanding features. Pupils' excellent personal development reflects the school's commitment to an education based upon values consistent with the school's church foundation. Many parents commented on how lucky they are that their children attend this school. As one parent wrote, 'Pembridge school is a very special place ... I feel my children are privileged to attend it'. The excellent relationships within the school are a direct result of the outstanding provision for personal development. Pupils' excellent spiritual, moral, social and cultural development is seen in their outstanding behaviour and the excellent contribution that they make to the community. They thoroughly enjoy the school's good curriculum, which reflects the school's wholehearted commitment to providing a rich creative environment for pupils.'

Achievement is good. Standards vary a little from year to year, due to the small year groups, but are above average at the age of eleven. Standards are well above average in reading, but relatively lower in writing because pupils do not have the opportunity to write as extensively in some types of writing as they do in others. Children in the Foundation Stage achieve well and start Year 1 with skills above those normally found, especially in personal and social education.

The quality of teaching is good throughout the school and pupils think highly of their teachers. 'They're lovely', commented a group of pupils. Information and communication technology skills are good and are used well to support learning in mathematics and science, although they are not used as effectively as they could be to support the development of some forms of writing, such as factual accounts and reports.

Care, guidance and support are good. The school looks after its pupils well and makes sure that they are safe. Teaching assistants work very closely with teachers to provide support to pupils needing additional help. The excellent way in which parents support the school's values makes a strong contribution to the work of the school. Together with the support of other agencies, this ensures very good support for pupils. Good assessment procedures are used to develop targets for improvement. Those targets set for pupils in mathematics and science are clear and understood by pupils, but writing targets for Year 6 are not precise enough to make sure that pupils know exactly what they must do to improve or how soon they need to meet the target. This limits the ability of pupils to judge how well they are meeting their targets or whether they are doing so quickly enough.

The school is led and managed well. Recent appointments have strengthened the staff team. The school has rigorous systems for checking on how well it is doing and has correctly identified the areas for improvement. Governance is strong. Governors support the school very well and spend money wisely to bring about improvements. Improvement since the last inspection is good and the school is well placed to improve further.

## What the school should do to improve further

- Set more precise short term targets in writing that are clearly understood by the pupils so that they know exactly what to do to improve
- Improve pupils' writing of reports and factual accounts.

## Achievement and standards

### Grade: 2

Achievement is good and all groups of pupils achieve equally well. Children start the Foundation Stage with skills similar to those normally found at this age. They achieve well in the Foundation Stage as a result of the rich environment and good teaching that they receive. As a result, they start Year 1 with skills that are above those normally expected, especially in personal and social development. Improvements in teaching over the last few years have resulted in improved progress in Key Stage 1. These pupils now make consistently good progress, and attainment at the age of seven is above average. Pupils continue to make good progress across Key Stage 2 and standards at the age of 11 are also above average. Pupils' skills in information and communication technology (ICT) are good and make a valuable contribution to their future economic well-being.

The school is very good at teaching pupils to read and attainment in reading is well above average throughout the school. The school has been less successful with writing and standards in this aspect of English are average, rather than above average. This is because although pupils' poetry and creative writing is good, their skills in other aspects of writing, such as reports and accounts, are not as well developed.

## Personal development and well-being

### Grade: 1

Pupils' personal development is outstanding because of the school's strong commitment to developing this area. The monthly focus on different personal, spiritual, moral or social values that allows each one to be developed in depth is evident all aspects of pupils' personal development.

Spiritual, moral, social and cultural development is outstanding and a significant strength of the school. Pupils are very willing to take on responsibilities, which they do so very sensibly, making an excellent contribution to the community. They think for themselves and by Year 6 are independent and resourceful. For example, pupils were very polite but they did not hesitate to ask searching questions of the chairman of the County Council about how to make their village a safer place.

Behaviour is outstanding and pupils of all ages understand what is right, what is wrong, what is fair and what is not. Older pupils help younger ones at many times throughout the day, so that children feel valued by everyone. They are proud of their school and are keen to be at school. Attendance is good. Although a few families take holidays in term time the overwhelming majority have good attendance records.

Pupils develop many very positive qualities, such as empathy and kindness. These attributes, and the skills they develop through activities such as the school council, make a good contribution to their future economic well-being. Pupils have an infectious sense of fun and are very enthusiastic about their learning. They really enjoy school and especially appreciate all the extra opportunities they get. Pupils understand how important it is to keep fit and healthy and take full advantage of the excellent range of sports available through the curriculum.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good, with some outstanding features. The excellent partnership between teachers and the extremely competent teaching assistants ensures that all pupils take a full part in lessons. High quality questioning challenges and motivates pupils, and the obvious enthusiasm of the teachers makes learning thoroughly enjoyable. ICT is used well to support pupils' learning. It is particularly effective in mathematics and science and for writing and illustrating poetry. Although, too few opportunities are taken to use ICT to support other aspects of writing such as reports and factual accounts, the school has introduced strategies to deal with this but it is too early to see the full effects of these. Suitable strategies have been introduced to broaden pupils' vocabulary and to engage parents in supporting them, for example, through the use of 'progress books'.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum provision is good. The planning in the Foundation Stage is much better than at the time of the last inspection. The close link between Foundation Stage and Year 1 eases transfer between the stages. National guidelines have been successfully linked with the values that the school promotes, to provide a curriculum that is exciting and meets the needs of all pupils. 'Values' led education, in which each term, a different personal, social, moral or spiritual value is promoted, makes an excellent contribution to pupils personal development.

A wide range of artistic and creative opportunities help prepare pupils well to take their place in society. The excellent use of the local environment makes learning relevant for pupils. The very strong links with schools in other countries give pupils an understanding of the global community and make them sensitive to other cultures. Pupils have excellent opportunities to take part in sport, which they really appreciate. The environment is bright and pupils' work is displayed attractively in order to celebrate their achievements.

The school has recently introduced modifications to the curriculum to help improve the identified weakness in pupils' writing. For example, there are now strategies to improve pupils' thinking skills and the ability to express their thoughts.

## Care, guidance and support

### Grade: 2

Good quality care and support for all pupils is a strength of the school. The provision for pastoral care is particularly strong. The high quality relationships enable pupils to feel safe and confident. Arrangements to ensure pupils are properly safeguarded are robust. Those with learning difficulties and those identified as gifted and talented are supported well and very good use is made of outside agencies to deliver this support. The strong links with parents through the progress books help the school to support all pupils in achieving well.

Target setting is very effective in many areas, for example in mathematics, where it is one of the reasons why pupils achieve consistently well in this subject. Target setting is not so effective in writing and therefore is not yet helping pupils to understand exactly what they need to do to get better.

## Leadership and management

### Grade: 2

The school's good leadership and management are central to the successful impact of improvements. The school has robust procedures for checking how well it is doing and the headteacher monitors the quality of teaching regularly. The school has a new deputy headteacher and a new special needs coordinator who are developing their roles in monitoring. Nevertheless, all staff and governors, under the effective leadership of the headteacher, know the strengths and weaknesses of the school well. They have already set in place suitable strategies and whole-school targets for improvement in writing, although these are too recent to have had a full impact.

The governors are very involved in the school and the very competent chair provides strong leadership. The governors spend money wisely for the benefit of pupils and are very active in improving the buildings and environment. They challenge the school well and hold it to account, although less attention has been given to ensuring that standards of attainment in English improve rapidly.

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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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

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

### The quality of provision

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

<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>	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	2
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**

Thank you for making us so welcome when we visited your school.

We think that you go to a good school that has some outstanding features. We found that:

- your personal development is excellent because of the outstanding opportunities, such as the many sporting activities and visits
- your behaviour is excellent and you are very polite
- you told us that you really enjoy school because of all the exciting things you do
- you make an excellent contribution to the school community, particularly those of you who serve on the school council or help look after younger pupils
- you understand how to stay healthy and fit and really enjoy your sport
- the school looks after you well and you told us you feel very safe
- you all achieve well, particularly in reading, mathematics, science and ICT
- teaching is good and sometimes outstanding, so that you really enjoy lessons
- you have so many good things in your school because the leadership and management are good
- your school is getting better all the time and we think that this will continue.

To help you school get even better we have asked your teachers to:

- give you shorter and more easily understood targets in writing
- give you more opportunities to use ICT when writing reports and factual accounts.

You can help by checking that you achieve your targets and telling your teacher when you do.