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13 June 2007

Mr A Best
The Headteacher
Llangrove C of E Primary School
Llangrove
Ross-on-Wye
Herefordshire
HR9 6EZ

Dear Mr Best

Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 7 June 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 18 and 19 October 2006, the school was asked to:

- 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.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievements.

Since the Ofsted inspection of 2006, the school has enjoyed a diocesan inspection, which found the school to be good with some outstanding features as far as its spiritual care and personal development of pupils was concerned. The Local Authority and the Diocesan Board of Education have no current plans to close the school. A well-managed restructuring of the school's staff and teaching class arrangements have secured the financial future for the school despite falling rolls.

The teaching I observed during my visit was securely satisfactory with several good elements, for example the quality of planning. Lesson plans consistently identified different approaches to tasks matched to differing pupil abilities and ages. Lessons kept to time, with teachers setting short, time-limited tasks to maintain pace. The working ethos in lessons was good, with pupils showing a high level of commitment. Sometimes, pupils were required to listen at length as part of whole-class discussions which were less effective in challenging every learner appropriate to their ability.

A simple 'two stars and a wish' model that all pupils recognise is being used consistently. This is ensuring each pupil receives targeted praise for success, and gives each pupil advice on what to do to improve (the wish). In some good practice examples, written dialogue between pupil and teacher was evident as the pupil responded directly to the advice. In others, however, the tendency to generalise about presentation missed an opportunity to give explicit advice for the pupil's next steps in learning.

Standards seen in pupils work are in line, and often higher, than average. Presentation of day to day work is good, with new best work portfolios being carefully assembled by each pupil. A strong sense of starting again, with high expectations was clear. Classroom displays are fresh, include curriculum targets, and pupils have these targets in their books. Parents, as well as pupils, have received good information on what these curriculum targets mean. They are now able to understand for themselves the progress being made, and what is expected for the next step. The school has established a clear system of assessing and tracking pupil progress and has used this to demonstrate a substantial improvement in standards.

In conjunction with good local authority support via advisers and a local headteacher, leadership and management have been transformed. The new leadership team has already systematically observed classroom practice, accurately identifying strengths and areas to improve. To his credit the new headteacher has established clear shared leadership and a straightforward action plan that staff have been able to put in place despite his unfortunate absence earlier this year. Governors now know the quality of teaching and the progress of children. The school development plan is being delivered to schedule, although its success criteria would be enhanced by including pupil performance targets for more of its aspects. There is an unusually high degree of consultation with parents over changes in school policy, for example homework.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in black ink, appearing to read "Brian Cartwright".

Brian Cartwright
Her Majesty's Inspector