

# Llangrove CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116896
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	312438
<b>Inspection dates</b>	28–29 November 2007
<b>Reporting inspector</b>	Anthony O'Malley HMI

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathan Price
<b>Headteacher</b>	Andrew Best
<b>Date of previous school inspection</b>	12 February 2001
<b>School address</b>	Llangrove Ross-on-Wye HR9 6EZ
<b>Telephone number</b>	01989 770322
<b>Fax number</b>	01989 770879

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## Introduction

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

## Description of the school

Llangrove CofE Primary is a small school serving local villages. The school roll has fallen in recent years. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The great majority of pupils are from White British backgrounds. The school was given a Notice to Improve following its previous inspection in October 2006. In June 2007, a visit by one of Her Majesty's Inspectors judged that the school was making good progress in addressing the issues for improvement.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Llangrove Primary is a good school, which has made very good improvement over the last year. This improvement is the result of outstanding leadership by the headteacher. He provides clear direction and vision for the school and is passionate about securing the school's aim that 'each child leaving our school is as well equipped as he or she possibly can be to succeed in later life'. Parents who completed parental questionnaires are unanimously positive. One parent expressed the views of many when writing, 'My child has thrived both socially and academically in the caring environment of Llangrove School.'

Pupils begin school in the Reception Year with the skills and knowledge expected for their age. They make sound progress and the great majority achieve the expected learning outcomes, although their writing does not develop as well as other skills. Writing remains a relative weakness for boys throughout their time in school. Pupils make good progress in Key Stage 1 and the overall standards reached are consistently higher than average. However, the greatest gains since the previous inspection are in Key Stage 2. Standards have risen in all year groups and are well above average by the end of Year 6. In the national tests, at least half of the pupils achieved the highest level in English, mathematics and science. This represents good achievement and prepares the pupils well for the future. Observations of pupils who require additional support show that they are able to participate fully in lessons and are making good progress.

The school's aims place a strong emphasis on personal development and its provision achieves good outcomes. Pupils have a good understanding of how to stay safe and be healthy. Their good behaviour and concern for others are evidence of their impressive spiritual, moral and social development. Pupils enjoy school and attendance is correspondingly high. Through their school council and other responsibilities, pupils make an outstanding contribution to the community. However, cultural awareness is less well developed and the pupils have limited understanding of the diverse cultures in Britain.

The quality of teaching and learning was inadequate at the time of the previous inspection. It is now good. Lessons are well structured and planned to meet the wide range of needs in mixed-aged classes. Pupils are confident and eager learners, ready to volunteer answers. The school monitors closely the progress of individual pupils, celebrating success and giving support where it identifies underachievement. Marking is particularly good, enabling children to see what they need to do to improve. Pupils are set challenging targets and these contribute to their good achievement.

The curriculum is satisfactory. A consultation by the school's leaders with pupils highlighted that at times lessons failed to engage or motivate. The school is improving the curriculum by making interesting links between subjects and arranging additional educational visits. However, the school has yet to use the full potential of subjects other than English to improve standards in writing. The care, guidance and support provided for pupils are good and the school provides a safe, happy and friendly place to learn. The school works exceptionally hard to involve parents as partners in their children's education. It also has excellent links with the local authority and other support agencies. These have greatly assisted the school's rapid improvement.

The school's leadership and management are good. The headteacher has successfully shared important leadership roles throughout the small staff. The team is still at an early stage of

implementing many of its plans for improvement but is clearly committed to high quality care and education. Governors are regularly in school and gather sufficient information to have a thorough understanding of the school's effectiveness. They provide good support and challenge. The progress made since the previous inspection is evidence of the school's good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

The reception aged children and Key Stage 1 pupils learn together because of a drop in the number of pupils in the school. There are strengths in the provision but its overall effectiveness is satisfactory. Teaching shows a sound understanding of how young children learn, and most children achieve the skills expected by the end of the Foundation Stage. Children make most progress in their personal, social and emotional development and in mathematical development. Their weakest area of development is in writing. This relative weakness is still evident at the end of Key Stage 1 writing assessments. The provision for learning outside the classroom is limited and opportunities to develop imaginative play through talk are missed when children choose their own activities. Boys typically choose roles that lead to plenty of physical activity, but rarely develop their play through shared conversations with other children. There are good links with parents, and high quality portfolios inform parents of the range of activities children enjoy over a term.

### **What the school should do to improve further**

- Improve boys' progress in writing by providing more opportunities for writing across the curriculum.
- Improve learning for the reception aged children by improving the quality of imaginative play and the range of outdoor activities.
- Improve the pupils' awareness of our diverse society by increasing curriculum opportunities to learn about the different cultures living in Britain.

## **Achievement and standards**

### **Grade: 2**

Children in the Reception Year make satisfactory progress and most reach the goals expected for their age. They do particularly well in personal, social and emotional development and mathematical development, but progress is slower in writing, particularly for the boys. At the end of Key Stage 1, standards are above average in mathematics and reading. Girls reach above average standards in writing, but boys do not do as well. Good progress continues throughout Key Stage 2. By the end of Year 6, standards in English, mathematics and science are well above average. Pupils achieve exceptionally high standards in reading, but only a minority of boys reach the higher levels in writing. Pupils with learning difficulties and/or disabilities make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils make an outstanding contribution to the school and local community. Through their school council pupils have a strong voice in decision making. For example, this term they have updated the school rules and helped review school meal provision. They play an active role in monitoring an aspect of the school improvement plan and have a high level of involvement

with the local church and village. Their good personal development contributes significantly to their learning and the rapid progress they make whilst at school. In lessons, pupils relish challenging activities and show enthusiasm and enjoyment.

Pupils move around the school extremely sensibly and are very safety conscious. They have a good understanding of the benefits of healthy eating and exercise, particularly enjoying the range of sporting activities provided by the school through its links with the local high school. Their attitudes and high standards in literacy, numeracy and information and communication technology (ICT) prepare the pupils well for their future in secondary education and the adult world. Cultural development is satisfactory, but the curriculum currently provides too few opportunities to learn about cultural diversity.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning were inadequate at the time of the previous inspection. A combination of strong leadership by the headteacher, very effective support from the local authority and rigorous monitoring of pupils' learning has transformed teaching. The good balance between high quality whole-class teaching and independent activities moves learning on at a brisk pace. Pupils are clear about what they are going to learn and get effective support during lessons to overcome misconceptions or extend learning. Effective use is made of assessments to plan lessons that successfully match activities to meet the wide range of needs in each class. Marking, a weakness just over a year ago, is now a strength because it enables pupils to understand what they need to do to improve. Teaching assistants effectively support pupils with learning difficulties and/or disabilities and they make good progress. Where teaching is less effective, for the youngest children, opportunities are missed to extend learning through talk.

### **Curriculum and other activities**

#### **Grade: 3**

Curriculum guidance is helpful and, supported by thorough assessment practices, ensures that lessons in all subjects build systematically on what has been taught previously. The school is responding well to the outcomes of a recent consultation with pupils that identified the need to make learning more fun. For example, it has increased the number of educational visits, and learning French is made both more interesting and effective by using ICT to create animations. However, opportunities to develop writing skills in subjects other than English are still limited and the curriculum only satisfactorily raises pupils' awareness of the many different cultures living in Britain.

### **Care, guidance and support**

#### **Grade: 2**

The school successfully provides a safe, happy and friendly place in which to learn. It has excellent links with parents who value greatly the quality of care the school provides. The arrangements in place to ensure that the Year 6 pupils settle into the local high school demonstrate impressively the staff's commitment to the well-being of all pupils. They include a visit by the headteacher, in the autumn term after the Year 6 pupils have left, to check that all of the former pupils are coping with being part of a much larger community. Academic guidance has improved greatly since the previous inspection. Pupils' progress is monitored

carefully and effective interventions put in place to address underachievement. Pupils have challenging improvement targets, which the older ones understand well, and these contribute to their good achievement.

## **Leadership and management**

### **Grade: 2**

The outstanding leadership of the headteacher has been the key factor leading to the school's improvement. He has acted decisively to improve inadequate teaching and has successfully created a shared sense of purpose amongst staff. The small team of permanent teachers are growing into their new leadership roles and have a good understanding of the strengths and weaknesses in their areas of responsibility. The school's arrangements for self-evaluation give it a clear view of how well it is doing and where practice requires improvement. The school improvement plan has a sharp focus on improving pupils' outcomes still further and is monitored regularly by the governing body. Governors receive sufficient information and training to enable them to take a full part in evaluating the school's effectiveness and planning for further improvement. The successes since the previous inspection show that the school has good capacity to continue to improve.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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

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?	3
How well are learners cared for, guided and supported?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

2 December 2007

Dear Pupils

Inspection of Llangrove CofE Primary School, Ross-on-Wye, HR9 6EZ

Thank you for making me so welcome when I came to inspect your school recently. I enjoyed talking to you and joining you in your lessons. I was very pleased to see how much you like school. This is what I found out.

Llangrove C of E Primary School is a good school. You are very polite, behave very well and work hard in lessons. You are learning well because your teachers and teaching assistants are good at explaining things and they give you just the right amount of help if you find work difficult. Most of you know your targets for English and mathematics and you know what you need to do to improve. Your teachers mark your work very carefully and I was very pleased to see that many of you write thoughtful comments about your work. I hope that even more of you will do this in future; it will really help your learning. I was particularly impressed with how you are helping to improve your school. Already this term you have acted to update the school rules and improve dinner times. I was also pleased to learn of your links with the local church and village. Your fund raising to help people less fortunate than yourselves is a tribute to your own generosity and that of your families.

The staff care for you very well and so you enjoy school and feel safe. You all work together as a friendly community. Your headteacher is an excellent school leader. He and all the other adults work very hard to help you do as well as you can.

I think that there are three things that would help your school become even better.

- Improve boys' progress in writing by providing more opportunities for writing.
- Help the reception aged children learn more through imaginative play and more outdoor activities.
- Provide more opportunities for you to learn about the different cultures living in Britain.

Best wishes for the future

Anthony O'Malley Her Majesty's Inspector