

# The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Inspection report

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<b>Unique Reference Number</b>	116706
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	338874
<b>Inspection dates</b>	8–9 December 2009
<b>Reporting inspector</b>	Ruth Westbrook

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Samantha Hughes
<b>Headteacher</b>	Julie Powell
<b>Date of previous school inspection</b>	4 July 2007
<b>School address</b>	Barneby Avenue Bartestree Hereford
<b>Telephone number</b>	01432850449
<b>Fax number</b>	01432850449
<b>Email address</b>	admin@lugwardine.hereford.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at its development plan, key policy documents, assessment information, governors' minutes and samples of pupils' work. Safeguarding procedures were also checked. In addition, 57 parent questionnaires were analysed, along with questionnaires from staff and pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school has implemented strategies to raise attainment in writing
- how well teachers use assessment information to plan for the different groups within their classes and to set targets for individuals
- how well leaders check on the school's performance and use this information to improve provision.

## **Information about the school**

This is a small primary school, but numbers are increasing. Almost all pupils come from White British families. Very few use English as an additional language. The proportion of pupils eligible for free school meals is well below average. The percentage of pupils with special educational needs and/or disabilities is average. The number of pupils joining or leaving the school at times other than the usual dates for admission is higher than usual. The Early Years Foundation Stage is provided in a Reception class. The governing body manages a breakfast club which is held before school. The school received the Eco-Schools award in 2007.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

2

**The school's capacity for sustained improvement**

2

### Main findings

This is a good school which has continued to improve since its last inspection because staff have worked hard to enhance provision. The quality of teaching has improved to be at least good; a few lessons seen were outstanding. Systems to track pupils' progress and set challenging targets for each individual are now well established. As a result, pupils' attainment has risen in all subjects and in the Early Years Foundation Stage. The impressive track record since the last inspection indicates that the school's capacity for further improvement is good.

Five key strengths help to make this a happy school where pupils of all ages work together harmoniously and achieve well.

The good curriculum is stimulating, providing many imaginative opportunities for enrichment. As a result, pupils enjoy school immensely.

Adults in the school know pupils very well. Strong relationships among pupils and between them and adults support successful learning. Pupils say that they 'definitely' feel safe in school. They have an excellent understanding of e-safety and how to behave safely around school.

Senior leaders meet with class teachers regularly to track pupils' progress carefully. As a result, underachievement is identified quickly and further support is put in place.

Excellent additional support is given to pupils who might otherwise be vulnerable, which helps them to make good progress in their work.

Attainment in science is exceptionally high because there are well-organised opportunities for practical learning with the right levels of challenge for pupils of all ages.

School leaders, including governors, know the school well and use the information from their accurate evaluations to plan effective actions which lead to further improvement. School leaders have already identified those areas identified by the inspection as requiring further development.

The school has implemented a number of strategies since the last inspection to improve standards in writing. These improvements are beginning to raise attainment, but have not been in place long enough for their full impact on writing to be felt. The inspection found that there are areas of teaching writing which require further development. There are missed opportunities within all subjects to challenge pupils to use their writing skills and practise different styles of expression. The feedback which pupils receive on their writing does not always identify precisely what has been done well and how the writing might be improved.

The school has taken steps to promote community cohesion and is beginning to find ways to reach out to other communities. Currently, there is limited success in establishing links beyond the local community and, as a result, pupils' cultural development is no higher than satisfactory, in contrast to other aspects of their personal development.

### **What does the school need to do to improve further?**

- – Raise pupils' attainment in writing so that it is in line with other subjects by:
  - ensuring a greater range of opportunities to use writing skills and different styles of writing in all subjects of the curriculum
  - providing greater challenge for pupils when setting writing tasks and through feedback help them to understand what they need to do to improve their skills.
  - Develop opportunities for pupils to extend their experiences of other cultures both nationally and globally so that their understanding of cultural diversity increases.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils make good progress from their starting points in the Early Years Foundation Stage which are generally above those expected of children entering Reception. Attainment at the end of Year 6 is well above average in English and mathematics. Standards are above average in both reading and writing but are higher in reading. . Attainment has improved at a similar rate in all subjects since the last inspection. Girls and boys make good progress across the school although it is slower in writing than other subjects. The very few pupils for whom English is an additional language make good progress. Pupils with special educational needs and/or disabilities are clearly identified and detailed planning is in place which helps them to make good progress. Teaching assistants provide sensitive support to help them do this. The large numbers of pupils who arrive at the school at other than the usual admission time are well supported. They settle well and make good progress and comment on the 'kind' way they are received. The quality of learning in lessons is good. Pupils are actively involved in their learning through investigation and problem-solving. This was seen in a Year 5 mathematics lesson where all pupils made outstanding progress through their investigation of the properties of three dimensional shapes. Pupils are well motivated to learn. They are enthusiastic and work at a good pace.

Pupils have a good understanding of what makes for a healthy life. They value exercise and are very active at break times and in clubs. Pupils willingly accept the many opportunities to take on responsibility within school. The school council is well established and plays a full part in organising events and deciding on charity recipients. Older pupils act as 'buddies' and are genuinely valued by the school community for the part they play. Pupils develop good interpersonal and communication skills through working together. Their use of basic skills like information and communication

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

technology (ICT) in their daily work is good. These well-developed attributes along with above-average attendance contribute to the pupils' readiness for the next stages of their lives. Pupils are imaginative in their work and show understanding of the feelings of others. They understand the consequences of their actions and what is right and wrong. They work well together with good social interactions and show willingness to resolve problems. These qualities are reflected in the good behaviour which is seen in classrooms and around the school. Pupils have a good understanding of their own heritage but that of the diversity of other cultures is less well developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching makes good use of resources, including ICT, to stimulate learning. There is a good emphasis on practical, hands-on activity and many opportunities to work with others and to extend ideas through discussion and role-play. This was seen to very good effect in a Year 3 literacy lesson when partners discussed with relish what they would put in the witches' cauldron, developing their language very effectively. Planning of lessons takes account of the different abilities within a class. It does not consistently use

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

assessment of pupils' prior learning to plan the next steps. Teaching assistants are deployed well to support groups and individuals with special educational needs. On a few occasions they are not utilised fully when the teacher is talking to the full class. Teachers give good verbal feedback on work to individuals during lessons and marking is usually helpful. Progress in writing is slower for some pupils because they are not always given clear guidance on the features of good writing and marking does not always tell them when they have been successful and how they might improve.

Good partnerships with other schools broaden the curriculum, enhancing enrichment opportunities for sports, the arts and foreign languages. An effective, regular programme on linking letters and sounds continues beyond the Reception class into Key Stage 1 and Year 3 for some pupils if necessary, laying a good foundation for literacy skills. The school has developed an effective approach to promote reading skills, having given much thought to how to engage boys and reluctant readers in the process. As a result, most pupils have at least above average reading skills and their enjoyment of books is very evident in lessons. There is good use of ICT in all subjects, but the opportunities to use writing skills in a range of styles across the curriculum are limited. There are effective systems in place to encourage pupils to come to school regularly which are leading to improvements in their already above-average attendance. Good partnerships are established with external agencies to provide additional support for some pupils. Plans are in place to increase the frequency, from next term, of reporting to parents on progress. The breakfast club is well run. It meets the needs of parents and those pupils who attend, providing a healthy and safe start to the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The school plan communicates high expectations to staff about raising attainment. The system for checking on pupils' progress effectively reviews how well these expectations have been shared. There are rigorous monitoring activities in place and the information acquired informs plans which are well focused on the right areas for development. As yet, monitoring is not tightly focused on evaluating the impact of a particular strategy. Governors know the school well. They make a particularly effective contribution to ensuring that pupils and staff are safe. They fully understand the school's context within the local community. Their newly established structure is designed to involve them more systematically in evaluating all aspects of the school's work. There are good

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

relationships with parents and many contribute their time and expertise to the school. The thriving parents' group contributes additional resources, but has also been instrumental in developing the school grounds and buildings to support the curriculum. Use of the school's effective tracking system ensures that the performance of individuals and groups is even. Where gaps in performance are identified, effective action is taken to close them, as was the case in the underperformance of boys in reading. All school leaders place high priority on ensuring the health and safety of pupils and that all checks on adults in the school meet government requirements. The school leadership is particularly effective in promoting awareness of safe practices among all staff and pupils. This results in parents and pupils being overwhelmingly of the opinion that every child is safe. The school is well run on a day to day basis and resources are managed well. In 2008 the school was recognised as complying with the Financial Management Standard in Schools.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children make a good start in the Reception class. There is a range of attainment on entry which can vary from year to year, but generally children come to school with abilities that are above those expected for their age. Some have lower than expected skills in reading, writing and linking sounds with letters. Children make good progress, and a minority very good progress, so that by the time they leave the Reception class they exceed the expected learning goals. This is because good teaching develops children's literacy and numeracy skills through a range of interesting activities and there



is a clear focus on helping children link letters and sounds. The classroom is a secure and colourful place where children have suitable opportunity to choose what to do for themselves, although regular use of the outdoor area to extend the curriculum and children's learning is under-developed. Children very willingly get involved and are keen to talk about what they are doing. During the inspection, in preparation for Christmas, the role-play 'post office' allowed children to write letters, affix stamps and compare parcels with positive effect on their literacy and numeracy skills. They take on responsibility as register monitors and begin to develop an understanding of how to be safe and healthy because staff reinforce this learning. Behaviour is good. Children are well cared for and increasingly their interests and individual abilities are taken into account when staff decide what they will learn. The Reception class teaching ensures all children make good progress, and effectively promotes their welfare. Effective systems are in place for judging how well children are doing and making their 'learning journals' a meaningful collection of their work. There are good arrangements for children starting school and effective links with parents are established.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of the parents' questionnaire returns were positive. All parents who responded felt that their children enjoyed school and that the school kept them safe. This comment from one parent is typical of many, 'It is a happy, stimulating and caring school to be in.' Of greatest concern for very few parents was the level of communication between school and home, particularly around their child's progress. Inspectors investigated this concern and found that the school has a detailed plan to increase parental involvement during this academic year, including reporting termly on English and mathematics from next term.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lugwardine Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	19	33	0	0	0	0
The school keeps my child safe	35	61	22	39	0	0	0	0
The school informs me about my child's progress	20	35	34	60	2	4	0	0
My child is making enough progress at this school	26	46	23	40	4	7	0	0
The teaching is good at this school	31	54	21	37	2	4	0	0
The school helps me to support my child's learning	24	42	27	47	2	4	0	0
The school helps my child to have a healthy lifestyle	20	35	31	54	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	32	29	51	2	4	0	0
The school meets my child's particular needs	24	42	26	46	4	7	0	0
The school deals effectively with unacceptable behaviour	20	35	31	54	1	2	0	0
The school takes account of my suggestions and concerns	19	33	29	51	4	7	0	0
The school is led and managed effectively	26	46	23	40	5	9	0	0
Overall, I am happy with my child's experience at this school	29	51	27	47	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 December 2009

Dear Pupils

Inspection of Lugwardine Primary School, Hereford HR1 4DH

Thank you for giving us such a warm welcome on our recent visit, and for sharing your views on your school in discussions and through questionnaires. It has been very helpful. We would like to share with you what we found out.

Your school provides you with a good standard of education.

You make good progress in your work and the quality of it is above what we usually find in most schools by the time you leave.

Your headteacher and her staff look after you really well and because of that you feel extremely safe in school. You trust the adults in school very much and know they will help you if you need it.

You enjoy lessons a great deal because your teachers make them interesting. You particularly like being active and you have plenty of opportunities for that. You are good at problem-solving and investigations.

We liked particularly that older pupils take responsibility for younger pupils. We saw this working well with the 'buddies' at break times and when Year 6 pupils helped younger ones on lunch tables.

Your school council plays an important part in organising everybody for charity days and your recent events to sponsor a child in India.

Your school checks on its work regularly and has good plans in place but we are asking your headteacher and her staff to make the following improvements:

- help you to improve your writing so that it is as good as your work in other subjects, by giving time for you to write as often as possible and understanding better how to improve
- to extend your links with communities beyond your school and village so that you learn more about people from other cultures and communities and understand them better.

We hope you will help your headteacher and her staff by continuing to work hard in lessons.

Yours sincerely,

Ruth Westbrook

Lead Inspector

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