

Leintwardine Endowed CE Primary School

Inspection report

Unique Reference Number	116893
Local Authority	Herefordshire
Inspection number	338917
Inspection dates	2–3 February 2010
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Mrs K Black
Headteacher	Mrs A Brandrick
Date of previous school inspection	5 September 2006
School address	Watling Street Leintwardine Craven Arms
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Introduction

This inspection was carried out by two additional inspectors. They spent over half their time looking at learning, saw eight lessons, observed all four class teachers and met parents, staff, governors and pupils. They observed the school's work, and looked at its policies, procedures and records, and the responses from 62 parental questionnaires.

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

- the school's assessments, particularly in the Early Years Foundation Stage, to help judge achievement
- how well teaching provides opportunities for pupils to improve their progress
- the effectiveness of the governing body in challenging the school.

Information about the school

Leintwardine Endowed CE Primary School is much smaller than average. The proportion of pupils with special educational needs and/or disabilities is a little above average; the largest group of these pupils has moderate learning difficulties. All pupils speak English as their first language and almost all are White British. Fewer pupils than average are eligible for free school meals. The school has some temporary teachers.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Leintwardine Endowed CE Primary School provides opportunities for pupils to make satisfactory progress through the school. Parents, carers and pupils are almost universally happy with the school and it has a number of strengths. Pupils' behaviour is outstanding and makes a significant contribution to learning. This is largely due to the good care pupils receive. One parent summed up the positive views of many saying, 'teachers should be praised for the safe, happy and nurturing environment of the school.'

Pupils understand how good diet and plentiful exercise help them grow up healthily. Some act as healthy school ambassadors in local schools. Another strength is the curriculum; it provides numerous opportunities that are sometimes unavailable in rural settings. Good partnerships with local schools and more distant ones help broaden pupils' opportunities and horizons. The Early Years Foundation Stage promotes children's personal development well, providing good preparation for more formal schooling.

Teaching is satisfactory and slowly improving. Pupils enjoy lessons, relishing opportunities to work independently, in pairs or in groups. The best lessons are lively and challenging. Good planning and the effective use of teaching assistants support those facing barriers to learning. However, teaching is inconsistent. Some lessons are too teacher-led and their pace can be slow. Pupils receive clear targets to help them improve, but marking of their work does not follow this up by offering helpful advice. Positive pupil attitudes and their energetic approach in lessons help to ensure satisfactory progress. Despite some variations, pupils start and leave school with average standards and their achievement, including those who have moderate learning difficulties, is satisfactory.

Some circumstances have prevented the school from moving forwards as quickly as it would like. Assessment data in the past was unreliable and this made it very difficult to judge pupils' achievement. High staff turnover has hampered attempts to develop more consistent teaching. The headteacher and staff have got to grips with assessment and now assess pupils' levels of attainment and track progress accurately. The data identifies strengths and weaknesses and subsequent action has started to have a positive impact on learning, despite continuing staffing uncertainties.

Governors are keen to offer support, but their limited involvement in self-evaluation makes it difficult for them to fully challenge the school. Very good relationships with parents help keep them well informed and assist them in helping their children learn. The school's self-evaluation is generally accurate and the school acts on the outcomes, but it has not been rigorous enough to ensure teaching is consistently good. Under the

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determined leadership of the headteacher, the school has focused on developing learning and there is a pattern of improvement in key areas like assessment. Close cohesion between the school's leaders and all staff ensures that systems to improve the school are embedded sufficiently to ensure its satisfactory capacity for continuing improvement.

What does the school need to do to improve further?

- Raise pupils' standards and progress by September 2010 through:
 - ensuring teaching has better pace and gives pupils more opportunities for independent learning
 - ensuring marking gives pupils consistently good advice about how their work could be improved.
 - Monitor teaching with greater rigour, identifying areas for each teacher to address, and so raise its overall quality.
 - Ensure governors check up on the school's academic and other performance thoroughly to enable them to challenge the school more rigorously.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

There are variations in pupils' standards on entry to Year 1 from year to year, mainly because each year group tends to be small. Overall, pupils start with the expected standards for their age. While a number of elements in the school are good and improving, the impact of these developments on achievement is not yet fully evident. Pupils' standards in Year 6 have risen since last years' tests and are now average. With teaching in Key Stage 2 more focused on progress and pupils' enthusiasm to learn, the current Year 6 are on target to improve on this record by the time they leave school. The achievement of pupils, including those who have moderate learning difficulties, is satisfactory.

Pupils enjoy school life hugely and their behaviour is outstanding. They feel very safe in the school and report that bullying and racism are negligible. Attendance is above average. The school council and eco council, which meet weekly, provide lively forums for pupils' ideas, many of which are acted upon by the school. Older pupils take on many responsibilities, such as helping younger ones to choose healthy food. Even the youngest pupils regularly demonstrate great independence and maturity. The sound progress made in developing literacy, numeracy and computing skills contributes to the satisfactory development of pupils' economic well-being.

Active links with a Tanzanian partner school and other initiatives, like the Chinese lion day, promote good multi-cultural understanding. Pupils hold clear views on moral issues, well aware of right and wrong, and their strong social development is a feature of the

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school. Good liaisons with the church support pupils' good spiritual development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is inconsistent and this is partly due to changes in staffing because the school has found it difficult to ensure consistency when staff are at the school temporarily. However, there is also good practice and pupils enjoy lessons. Classroom relationships are extremely positive. From an early age, pupils' maturity, enthusiasm for working together and excellent behaviour contribute significantly to their learning. Teachers manage pupils well, using subtlety and tact so that sessions are enjoyable for pupils. Lesson plans recognise pupils' various needs and provide different activities, so that all are well challenged and supported. Teaching assistants play an effective role in pupils' learning, working closely with class teachers. Some lessons are rather pedestrian in their ambitions and pace and do not provide enough opportunities for independent work. Sometimes, teachers do not sum up and consolidate what has been learned at the end of the lesson. These weaknesses can slow pupils' progress. Almost all pupils have helpful, regularly reviewed targets in English and mathematics. However, teachers'

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

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marking of work does not offer sufficient advice to pupils on how to improve.

All teachers plan well to link subjects together and provide interesting, relevant learning experiences. Year 2 pupils were enthralled when preparing a PowerPoint presentation of their take on the 'little red riding hood' story, complete with their recorded sound. Strong collaboration with a local secondary school has led to pupils following transition topics that run at the end of Year 6 and start of Year 7 to ease their move into the next stage of their education. Teachers' expertise is boosted by visiting staff who deliver music and French lessons. The school has developed numerous opportunities for learning in other locations, regularly taking pupils on interesting trips and older ones on residential visits. These are extremely popular. Good links with other schools broaden pupils' sporting options. There is a variety of tremendously popular, well-attended after-school clubs.

Pupils know there are many friendly faces they can turn to if they need help. One pupil, typical of many, wrote 'I like my school because everyone is kind and everyone cares for each other.' Support for those who have moderate learning difficulties or other barriers to learning has been strengthened in the last year and is now good. Much improved links with the Nursery and Reception class ease children's transition into more formal schooling.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and staff are motivated to secure improvements and the school development plan provides an effective focus for its priorities. Leaders regularly monitor progress, teaching and learning. The school's efforts to improve are sometimes insufficiently rigorous, for example marking remains weak despite a clear policy and thorough monitoring by the whole staff team. Improvements in teaching are occurring but slowly, partly because leaders do not always identify and act on areas for improvement for each teacher. Staff work very well together to support pupils' progress and to promote equality of opportunity and eliminate discrimination.

The governing body is developing systems to monitor and evaluate the work of the school. Individual governors link with year groups and visits to the school provide information about strengths and weaknesses. Governors' understanding of assessment information is limited and reduces their capabilities to fully challenge all aspects of the school's work. The governing body's work to safeguard pupils is satisfactory. The school

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has effective safeguarding policies and procedures, and clear lines of responsibility to safeguard pupils. Child protection procedures are complete but a little complex for easy everyday use.

The school has very positive relationships with most parents and regularly seeks their views. Parents receive good information about how their children are getting along and about how they can assist them to learn. Parents are kept up-to-date about what is happening at the school.

The school is well aware of its religious, ethnic and socio economic context. It is pro-active and successful in counteracting rural isolation. Strong partnerships with local schools enable the enhancement of the curriculum in areas that the school cannot provide and the sharing of good practice. Close links with a Tanzanian school have brought numerous benefits, not least to pupils' understanding of issues facing the developing world. There are also growing liaisons with a school in France and one on the Isle of Wight. Promotion of community cohesion is good. The school plays an important part in the village, for example the eco council led the 'big tidy' in the Leintwardine

These are the grades for leadership and management

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

Early Years Foundation Stage

Children start and finish the Early Years Foundation Stage with skills and aptitudes that are expected for their ages. Children are happy and settled, happily taking part in the variety of activities on offer. Children and parents correctly report that they feel safe when at school. They make satisfactory progress in their learning with the exception of

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personal, social and emotional development which is good. Children behave very sensibly, ready to share with each other or to work independently. Their positive attitudes to learning, to adults and to one another constitute good preparation for later school life.

Thoroughly revised assessment procedures provide a clear picture of each child's development. Improved information transferred from the on-site nursery enables children to make a better start in Reception. Photographs and notes record high points in each child's day, these are routinely pulled together to form a record of achievement, regularly shared with parents. Adults work as a good team, providing a range of teaching methods and a variety of activities to meet children's needs. The mixture of teacher-led and child-initiated activities is generally satisfactory but some sessions are too adult dominated. The accommodation, including the outside play area, is spacious and practical.

Parents and carers are welcomed into the Reception class as partners in their children's development. The school's leaders have tackled previous confusing assessment practices and now has reliable information to monitor children's progress. This ensures that difficulties children may experience are quickly addressed, so all progress at a similar rate. Policies and practices to keep children safe are robust and minimise risks.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost two-thirds of parents and carers returned inspection questionnaires, a high response rate. The very large majority were wholly favourable, reflecting their views that the school has a caring, supportive ethos and their children are happy. A very small minority are concerned over communication between school and homes, but the inspection found no evidence to support these parents' concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leintwardine Endowed CE 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	71	18	29	0	0	0	0
The school keeps my child safe	48	77	14	23	0	0	0	0
The school informs me about my child's progress	32	52	27	43	3	5	0	0
My child is making enough progress at this school	32	52	27	44	3	5	0	0
The teaching is good at this school	34	55	27	43	2	3	0	0
The school helps me to support my child's learning	28	45	31	50	3	5	0	0
The school helps my child to have a healthy lifestyle	35	56	27	44	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)	26	42	33	53	0	0	0	0
The school meets my child's particular needs	29	47	30	48	1	2	0	0
The school deals effectively with unacceptable behaviour	31	50	26	42	2	3	1	2
The school takes account of my suggestions and concerns	25	40	28	45	4	6	1	2
The school is led and managed effectively	26	42	32	52	2	3	1	2
Overall, I am happy with my child's experience at this school	38	63	20	32	1	2	1	2

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.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



4 February 2010

Dear Pupils

Inspection of Leintwardine Endowed CE Primary School, Craven Arms, SY7 0LL

Thank you for the kind welcome you gave to inspectors when we visited your school recently. Leintwardine School provides you with a satisfactory education. We were pleased that you are happy at school and were very impressed with your excellent behaviour. Well done! Your very good attitudes in lessons help you to learn and your progress is satisfactory. Teaching is satisfactory and some lessons are good and enjoyable, but it does vary and sometimes you are not given enough independence in lessons. You reach average standards by the end of Year 6 and your achievement is satisfactory. You have a good mixture of areas and topics to study (known as the curriculum) and I know that you are very keen on the many trips you take.

You are well looked after and, correctly, you feel safe at school. All staff work well together and are developing the school. However, there are some things that we have asked the school to improve.

Raise your progress and standards by:

- making lessons more fast moving and with more chances to work independently
- improving marking so it gives you good advice. If you are unsure how to improve your work you should ask your teacher.

Check up on teaching more thoroughly, so that there are more good lessons.

Governors need to check up on the school better to help them to challenge it.

It was very good meeting you, good luck in the future

Yours sincerely

John Carnaghan

Lead inspector

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