



## National Society Statutory Inspection of Anglican Schools Report

Llangrove Church of England Voluntary Aided Primary School  
Llangrove  
Ross-on-Wye  
Herefordshire  
HR9 6EZ  
Diocese: Hereford  
Local Authority: Herefordshire  
Date of inspection: 16 October 2012  
Date of last inspection: 25 January 2007  
School's Unique reference number: 116896  
Name of Headteacher: Mr Peter Box (Executive Head)  
Inspector's name and number: Mr J N Cornall 518

### School context

Llangrove school lost half its children very rapidly after Herefordshire announced it was on a list of schools for closure. The consequent staff upheaval has resulted in a 2 class school with pre-school nursery also using the school's building. After strong support from the local community the school is now part of a federation of 5 primary schools supported by three executive heads. It has applied to become an academy. Numbers in Key Stage 1 are growing with 42 currently on role. The school's excellent facilities make it a valued asset for the federation.

### The distinctiveness and effectiveness of Llangrove as a Church of England school are good.

Church, school and community compliment one another. Key stakeholders are in place in all three and plan together for the development of the school. The effectiveness is further strengthened by the expertise of its executive team which has given the school future security. At the same time Llangrove has maintained its distinctiveness as a church aided school within the federation.

### Established strengths

- \* Effective shared vision between foundation governors, the church and the school.
- \* Strong and varied daily collective worship.
- \* Highly committed staff and extended staff team.
- \* Rich and stimulating school environment.
- \* Parents highly supportive of recent changes.

### Focus for Development

- \* Clergy and staff team to explore further opportunities for regular worship in school and church to include parents.
- \* Building on outstanding RE in KS2 look at ways of making early years and KS1 religious education (RE) more play orientated.

**The school through its distinctive Christian character is outstanding at meeting the needs of all its learners.**

The foundation governors, clergy and school staff have ensured that the distinctiveness of Llangrove as a church school has remained in place through a period of upheaval. They recognise that the complementary spaces, church, school and community hall need to work together. As a result key stakeholders are involved in all three. The school was transformed overnight when the federation solution was decided. New clergy and new directions are firmly in place with a strong Christian presence in the school and the PCC receives regular reports on its school's progress. Coherence in planning for worship and RE is clear. The parents are enthusiastic about the impact of worship and RE on their children and are keen to be more involved. Some said, "More assemblies that parents and families can sit in and listen to. They don't need to be big presentation assemblies, just normal weekly ones." The standards attained by individuals in written RE are generally good and at time outstanding. Children are proud of their school and dynamic and helpful in explaining its qualities and values. The school council makes positive contributions to the stewardship of the school's environment. For example, there is a current drive for Green Flag status where the school's spacious grounds are imaginatively used and developed.

**The impact of Collective Worship on the school is good.**

The daily act of worship involves all members of the school community. It is an important part of the school day with a wide range of contributors including staff, pupils, clergy and special visitors. Calm reflection is emphasised on many occasions. Children sing a variety of songs and hymns with great enthusiasm and enjoy regular opportunities to worship in the nearby church. Learners have a good understanding of Christian traditions in worship with the vicar emphasising his commitment to the school and sharing church symbols and liturgies with the school community. Worship often includes biblical material and the celebration of the festivals of the church. Collective worship is well planned, with the full involvement of the vicar, and is linked to a two year programme of Christian values for life. Learners understand the importance of a prayer as a regular part of the daily life of the school and sometimes contribute their own prayers. Parents are very happy with the variety of worship in the school and are confident in the vicar and foundation governors' ability to "move with the times" and embrace new ideas through engaging further with children's views in worship. Plans are in place to develop reflective areas in the school grounds and enhance quiet spaces within the school.

**The effectiveness of religious education is good.**

The planning and teaching of religious education is given a high priority. The school's RE policy confirms that it is taught "within the context of a place where children encounter living faith". The quality of teaching and learning in KS2 is outstanding. The parable of the sower was vividly taught using modern technologies and skilful questioning. The wide age range in the class benefited from small group time where it was possible to develop different thinking skills. All children were comfortable and keen to respond to questions. Writing in RE in KS2 is of a high level, mirroring the quality of discussion. Path of life poems and written work in eco-displays is thoughtful and provocative at times. Circle time is an important aspect of teaching in the school. Values, worship, RE and other aspects of personal and social education are linked in these sessions. In the discussions that take place in the intimate environment provided children are able to express views on difficult concepts. Although differentiation was planned, foundation stage pupils were restricted in their opportunities to learn difficult concepts through play. The theme of being a special person was linked with Christian values in an imaginative way but was much more suited to the older children in the class.

**The effectiveness of the leadership and management of the school as a church school is outstanding**

The school, the federation and foundation governors are highly effective in promoting Christian values in the school. A system of devolved and shared leadership has developed which gives opportunities for individual skills to be encouraged. The RE co-ordinator in the school has a key role and is outstanding in her direction of RE and its links with the schools Anglican traditions, values and worship patterns. The vicar and chair of governors share this view and are key deliverers of worship. Together they ensure that worship is relevant, stimulating and fun. Parents are delighted with the school's recent progress, saying their children are very happy with all teaching and the wide variety of activities the school is able to provide. The experiences of the executive head and the overview his expertise gives, ensures that the day to day management of the school runs smoothly. The school has extensive and imaginative grounds with strong emphasis on stewardship. This is seen as an asset to the federation with curriculum links between the city school in the federation and joint planning within the federation already in place. The school community feel much more supported and take a strong lead in village events. There is now coherence in planning with a team of thirty staff within the federation on a single register. It is possible for children to have wider opportunities including theatre experiences, singing in a community choir, joint sports day. School ambassadors, (older juniors from schools in the federation), have been trained together to support younger children in their own school who have particular curriculum problems.