

# Inspection of Llangrove CE Academy

Llangrove, Ross-on-Wye, Herefordshire HR9 6EZ

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Inspection dates: 15 and 16 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Llangrove CE Academy welcomes everyone. Pupils feel safe, enjoy life at school and thrive. The school is very much part of the local community. Parents and carers share their children's enthusiasm for the education provided. They value how well staff care for pupils and keep in touch with families.

Leaders have high expectations for staff and pupils alike. They have planned an ambitious curriculum for all pupils, including for those with special educational needs and/or disabilities (SEND).

Pupils are considerate and polite to each other and to adults. They behave well in lessons and at social times. Pupils enjoy studying a wide range of subjects. They have positive attitudes towards their work. Staff help them to develop curiosity and independence. Pupils also learn to work together. Older pupils are articulate. They have good opportunities to take responsibility, for example as councillors or in reading to younger classes. Bullying is uncommon, and staff resolve any disagreements quickly.

The school promotes physical activity particularly well. There is a good range of play equipment and the school holds the Schools Games Mark at gold level. A high proportion of pupils take part in the wide range of after-school clubs on offer.

## **What does the school do well and what does it need to do better?**

Leaders have planned an ambitious and effective curriculum. Pupils learn and enjoy all the subjects in the national curriculum. Leaders have considered what pupils need to know by the start of key stage 3, so that pupils are well prepared for secondary school. All pupils in a mixed-age class study the same topic. Teachers plan so that the work set for pupils in each year group builds on what they already know. The younger pupils in each class in particular benefit from this arrangement, as they have additional opportunities to apply their knowledge. Children in Reception Year are ready for learning in key stage 1.

Children follow a structured phonics reading programme from their entry into the Reception class. They learn about letters and sounds in a logical order. Staff use resources in a consistent way. They make sure that pupils read frequently to an adult. Staff help pupils who find reading more difficult to keep up. Books for younger pupils are well matched to their knowledge of phonics.

At key stage 2, teachers help pupils to learn the different skills that make up reading. Pupils read a diverse range of texts. This helps them develop a love of reading.

Teachers have the expertise they need to teach the curriculum well. They use accurate vocabulary to help pupils understand key concepts. They use questioning

to check on pupils' understanding, and to make them think hard. Teachers use the right equipment. For example, in science, staff access the resources of a local secondary school when teaching scientific investigations. Teachers often combine learning in different subjects well. In doing so, they ensure that pupils learn the knowledge for each subject. For example, in studying the Savoy Theatre in Monmouth, older pupils learned about history, geography and the creative arts.

Leaders' approach to checking what pupils know and remember is not fully developed in all subjects. This means that some minor inconsistencies in the teaching of the curriculum and in assessment remain. Pupils with SEND learn well. This is because both teachers and teaching assistants are clear about how to support them effectively.

Staff help pupils to take responsibility and develop independence. Children in the early years take responsibility for their own equipment. Older pupils enjoy taking on different roles, including acting as councillors. Pupils follow a planned programme of social and personal education. This introduces them to different cultures and traditions. Year 6 pupils believe staff have prepared them well for moving to secondary schools of a much larger size. Pupils, including those who are disadvantaged, benefit significantly by attending a range of clubs. These include cooking, gardening and singing, as well as various sports activities.

Pupils behave well in lessons. Leaders have ensured that there is a good range of play equipment for pupils to use at social times.

Staff say that leaders support them well. Leaders have worked hard to manage the challenges caused by the pandemic. However, some of leaders' plans to monitor the way that the curriculum is implemented have been disrupted. In addition, leaders' plans to arrange training for staff have not yet been fully realised.

Governors, working with the diocese, have a clear understanding of their roles and responsibilities. They ensure that the school fulfils its statutory duties. However, they do not place as much focus on finding out about the quality of the school's curriculum. This makes it harder for them to form an accurate view of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained in safeguarding. They provide helpful updates to ensure that staff are clear about their roles. Staff are alert to the risks that pupils may face. Leaders take the right actions to help children. They take appropriate steps to involve other agencies that work with children and their families when necessary. Teachers make sure that pupils learn about the risks that they may face, including when using the internet.

The school keeps good records. Leaders make the right checks on staff who join the school.

Pupils feel confident to talk to adults if they are worried. This helps them to feel safe.

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

### **(Information for the school and appropriate authority)**

- The governing body has given less consideration to how well the school's curriculum builds pupils' knowledge and skills than it does other duties. This makes it difficult for governors to hold leaders to account for the quality of education. Governors should ensure that they provide effective oversight of all aspects of the school, including the effectiveness of the curriculum.
- The pandemic disrupted leaders' usual work to monitor how well pupils learn subjects. This means leaders have had less information to assist them in further developing the curriculum. Leaders should ensure that they monitor how well the curriculum is implemented.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139313
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10211987
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Chris Harris
<b>Headteacher</b>	Sarah Dean
<b>Website</b>	<a href="http://www.llangrove.hmfa.org.uk">www.llangrove.hmfa.org.uk</a>
<b>Date of previous inspection</b>	10 January 2019, under section 8 of the Education Act 2005

## Information about this school

- Llangrove CE Academy is smaller than the average-sized primary school. Pupils are taught in mixed-age classes. There is considerable variation in the number of pupils in each year group.
- The school is a Church of England faith school within the Diocese of Hereford. The religious character of the school was last inspected in November 2017.
- The school has an agreement with the Herefordshire Marches Federation of Academies through which it pays for the services of some specialist staff, including the Special Educational Needs Coordinator (SENCO).
- The executive headteacher left the school in August 2021. The headteacher was appointed to her post in September 2021. She had previously held the post of head of school.
- Parents can pay for pupils to attend a breakfast club and an after-school club run on the school site by another provider.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Meetings were held with curriculum leaders and the SENCO.
- The chair and vice chair of the governing body met with the lead inspector. The lead inspector spoke by telephone with a representative of the diocese.
- The inspectors spoke with pupils at social times, and with groups of pupils more formally.
- When inspecting safeguarding, the lead inspector looked at the school's procedures for recruiting and checking on staff suitability to work with children. He also considered the effectiveness of staff training and the procedures to keep pupils safe.
- Inspectors reviewed a range of documentation, including leaders' plans to improve the school and records of governing body meetings. They also reviewed the school's attendance and behaviour records.
- The inspectors took account of responses to Ofsted Parent View, Ofsted's questionnaire for parents. An inspector met with parents outside the school at the start of the second day of the inspection. The inspectors also considered responses to the surveys for staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, French and physical education. For each deep dive, an inspector discussed the curriculum with the subject leader, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.
- An inspector listened to a sample of pupils from Years 1, 2 and 3 reading to a familiar adult.

## Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

Anne Potter

Ofsted Inspector

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