

Llangrove CE Academy

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

Unique reference number (URN): 139313

Inspection report: 15 September 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils attend regularly because they enjoy school and feel safe. Attendance is consistently high and persistent absence is low. Leaders' work to secure this is embedded and effective. They analyse patterns closely, act quickly when concerns arise and maintain strong relationships with families. Their approach is proactive and sustained, including first-day calling, clear communication and close work with the local authority when needed. Pupils understand the importance of being in school every day, and leaders' actions have ensured that pupils who previously struggled now attend well. The school's inclusive culture means that pupils facing barriers receive timely, well-coordinated support that helps them sustain good attendance over time.

Pupils behave very well. They move calmly around the school, show courtesy towards adults and peers, and demonstrate consistently positive attitudes to learning. The restorative approach is deeply embedded and helps pupils reflect on their choices. Staff apply expectations with clarity and consistency, creating a calm and purposeful environment. There are no reports of bullying, and pupils trust staff to deal with any concerns quickly and fairly. Playtimes are well supervised and pupils enjoy positive, friendly interactions. Pupils with special educational needs and/or disabilities are supported thoughtfully so they can participate fully and manage their behaviour successfully. As a result, pupils feel safe, included and able to thrive.

Personal development and wellbeing

Strong standard ●

The school's personal development and wellbeing offer for pupils is a strength of the school. Leaders have established a thoughtful, values-driven programme that supports pupils' social, moral, spiritual and cultural development exceptionally well. The school's vision and values are woven through daily routines, curriculum experiences and wider opportunities, helping pupils develop empathy, fairness and a strong sense of responsibility. Pupils speak confidently about reflection, kindness and service, and these values shape their interactions with others.

The curriculum for personal, social and health education (PSHE) is well planned, age-appropriate and responsive to pupils' needs. Pupils learn how to stay safe online and offline, understand healthy relationships and develop the vocabulary to express their feelings clearly. Leaders review this programme regularly to ensure it remains relevant and effective. Pupils demonstrate a mature understanding of risks and know how to seek help if they need it. They show respect for differences and have a secure understanding of fundamental British values, applying them naturally in their day-to-day interactions.

Pupils benefit from a wide range of experiences that extend learning beyond the academic. Sporting activities, creative projects and opportunities to take responsibility help pupils build confidence, resilience and independence. Leaders ensure that all pupils, including those with special educational needs and/or disabilities, can participate fully. Staff know pupils well and provide sensitive, timely pastoral support. Pupils trust adults and feel comfortable sharing worries, helped by nurture provision, pastoral support and tools such as worry monsters.

Leaders' work to promote wellbeing is embedded and sustained. Pupils understand how to manage their emotions, reflect on their choices and support one another. They feel safe, included and well cared for. As a result, pupils are confident, thoughtful and well prepared for their next steps in education and life.

Expected standard

Achievement

Expected standard 

Pupils achieve well across the curriculum. They develop important knowledge in reading, writing and mathematics across the school. They talk confidently about their work and can typically recall key knowledge from previous learning. Pupils secure important knowledge across subjects, which helps them make connections between what they already know and their new learning. Throughout the curriculum, pupils build on their understanding, and this is reflected in the work they produce. Pupils develop an appropriate body of knowledge that sets them up effectively for the next steps in their education

By the end of key stage 2, pupils typically achieve well in national tests. Pupils with special educational needs and/or disabilities, and those who require additional support, make steady progress from their starting points. Staff support these pupils effectively so that these pupils can access learning and develop their independence. Disadvantaged pupils benefit from targeted support that reduces barriers to learning.

Curriculum and teaching

Expected standard 

Leaders have designed a broad, ambitious curriculum that reflects the school's vision and the needs of its mixed-age classes. They have set out the knowledge pupils should learn and the order in which they will learn it. This helps pupils build secure foundations for learning. Leaders check the curriculum regularly and have identified where further refinement is needed. For example, plans are in place to ensure that pupils at the early stages of learning to read receive greater support to embed their phonics knowledge and develop their fluency as readers.

Teaching is calm, purposeful and rooted in clear routines. Teachers explain new learning clearly and use questioning well to deepen pupils' understanding. Reading is a priority for the school. Pupils benefit from high-quality texts, rich discussion and well-structured comprehension sessions that develop vocabulary and inference. In mathematics, pupils build fluency through structured modelling, regular practice and opportunities to apply their knowledge to problem solving activities.

Pupils revisit and apply prior learning. For example younger pupils explore materials before extending this knowledge to learn about solubility and scientific enquiry in older year groups. Staff know pupils well and typically make reasonable adjustments so that those with additional needs can access the curriculum.

Early years

Expected standard 

Leaders have established a calm, nurturing early years environment where children settle quickly and feel safe. Staff know children well and use this knowledge to shape routines that help them develop confidence and independence. The curriculum is appropriately sequenced and introduces children to key knowledge in communication, language, early reading and mathematics. Activities in continuous provision link clearly to the class theme, helping children make meaningful connections in their learning.

Teaching is purposeful and supports children to develop secure early skills. Adults model language effectively and encourage children to listen carefully, take turns and follow instructions. Phonics teaching is well established and children begin to blend sounds with increasing confidence. Leaders check children's progress regularly and identify gaps early. Children with special educational needs and/or disabilities are included fully in daily routines and benefit from thoughtful adaptations that help them participate successfully.

Children behave well. They follow routines confidently, play cooperatively and demonstrate strong listening skills. Outdoor provision is inviting and supports children's physical development. Further developing the use of high-quality adult interactions to extend children's learning even further is a priority for leaders. Overall, children experience a positive, well-organised start to school that prepares them securely for Year 1.

Inclusion

Expected standard 

Leaders have established a culture in which pupils' needs are identified early and understood well. Staff recognise the different barriers pupils may face and respond with care and sensitivity. Leaders use a graduated approach to assessment, drawing on specialist advice when needed, and this helps pupils to access learning successfully. Parents feel listened to and value the school's open communication, particularly when pupils' needs are emerging.

Pupils with special educational needs and/or disabilities and other barriers to their learning and/or wellbeing are included in all aspects of school life. Leaders know these pupils well. Plans are produced to enable pupils to receive tailored support that meets their needs. Leaders monitor pupils' progress carefully and adjust support when required. Work is ongoing to assess pupils' progress in more granular detail to adapt provision in a more proactive and timely manner.

Leaders understand the challenges faced by disadvantaged pupils and use evidence-based approaches to reduce barriers to learning and wellbeing. Additional funding for disadvantaged pupils is used effectively and aligns with wider school priorities. Pupils are supported effectively, including through targeted reading and nurture provision. Leaders also work closely with external agencies to support pupils known to social care, ensuring that information is shared appropriately and that pupils' wellbeing is prioritised.

Leaders have established a clear vision that shapes the culture of the school and supports pupils' day-to-day experiences. They know the school well and have an accurate understanding of its strengths and the areas that require further work. Their priorities are rooted in the school's context, including strengthening outcomes in mathematics and embedding the use of assessment to analyse trends and evaluate the impact of interventions.

Leaders are visible, approachable and trusted by staff. They have created a supportive working environment in which workload is considered carefully. Staff value the clarity of expectations, the well-structured professional development and the strong pastoral support leaders provide. Training is purposeful and includes regular safeguarding development and subject-specific guidance. Leaders check the impact of their work and adapt approaches when needed.

Governance has developed well since the previous inspection. Trustees receive detailed information through the headteacher's comprehensive reports. Minutes show that questions are recorded, although these do not always evaluate the impact of leaders' actions and do not reflect the true effectiveness of governance now. Trustees understand their statutory responsibilities and work closely with leaders to monitor safeguarding, inclusion and curriculum priorities. They recognise where their challenge needs to deepen to ensure that improvement work is sustained.

Leaders engage positively with parents and the wider community. Communication is clear and timely, and parents express strong confidence in the school's direction. This strengthens the inclusive and supportive culture across the school.

What it's like to be a pupil at this school

Pupils at Llangrove CE Academy belong to a warm, close-knit community, where they feel known, valued and safe. They arrive punctually and settle quickly into purposeful early-morning routines, which help them build secure basic skills. Pupils talk confidently about trusted adults and know that staff will listen carefully if they share a worry. Parents describe the school as a "family", and pupils' day-to-day experiences reflect this strong sense of belonging.

Pupils behave very well throughout the day. They move calmly around the school and respond respectfully to adults. They understand the school's approach to helping them manage their behaviour and appreciate being given a fresh start when things go wrong. Pupils say they feel safe because staff deal with concerns promptly and fairly. They report that bullying does not happen at Llangrove. Breaktimes are sociable and energetic. Pupils enjoy the outdoor spaces, which are thoughtfully designed and used well.

Pupils enjoy their learning. They listen carefully, take part enthusiastically in discussions and respond confidently using the vocabulary and sentence stems taught by staff. They benefit from a well-sequenced curriculum that helps them build knowledge securely over time.

Pupils with special educational needs and/or disabilities and other barriers to their learning and/or wellbeing are well supported. Staff know pupils well and respond sensitively to their needs. Pupils receive tailored support that helps them access learning successfully. Pupils feel supported and speak positively about the help they receive.

Children in the early years settle quickly and feel secure. They follow routines confidently and enjoy activities linked to engaging themes such as The Gingerbread Man. They play cooperatively and demonstrate good listening skills. Pupils take part in broader experiences that enrich their learning and develop confidence, resilience and a strong sense of fairness. Attendance is high. Pupils come to school regularly because they enjoy learning and feel safe.

Next steps

- Leaders should ensure that a small number of pupils at the early stages of learning to read get regular opportunities to practise and apply their phonics knowledge and are supported to catch up swiftly by consistently providing books that allow pupils to embed their phonics knowledge and develop their reading fluency.
 - Leaders should use data proactively to plan more effective provision for pupils with special educational needs and/or disabilities and other barriers to their learning and/or wellbeing to match their needs and adjust in a timely and accurate fashion.
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About this inspection

This school is a single academy trust. The trust is overseen by a board of trustees, chaired by Pavla Boulton.

The school works collaboratively with the Hereford Marches Federation of Academies.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher and the deputy headteacher. They also spoke with trustees, representatives of the Diocese of Hereford and the CEO of the Hereford Marches Federation of Academies during the inspection.

Inspectors visited lessons to look at pupils' work and the curriculum and to speak with pupils about their learning and wider school activities. Inspectors also spoke to pupils at social times and met with groups of pupils.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Hereford. The latest section 48 inspection took place in June 2026.

The school currently uses no alternative provision.

Headteacher: Sarah Dean

Lead inspector:

Matt Fletcher, His Majesty's Inspector

Team inspector:

Steph Withington, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

67

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

84

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.42%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.48%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

11.94%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	36%	61%	Below
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	82%	75%	Above
2023/24 (final)	64%	74%	Below
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	72%	Above
2024/25 (final)	91%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	100%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (final)	64%	74%	Below
2023/24 (final)	64%	73%	Below
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	68%	-28 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-10 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	90%	78%	12 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.1%	5.2%	Below
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	4.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	2.9%	13.0%	Below
2023/24 (3 term)	13.2%	14.6%	Close to average
2022/23 (3 term)	8.6%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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