

Inspection of a school judged Good for overall effectiveness before September 2024: Lugwardine Primary Academy

Barneby Avenue, Bartestree, Hereford, Herefordshire HR1 4DH

Inspection dates:

4 and 5 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Mrs Kim Lane. This school is a single academy in the Lugwardine Primary Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Clare Long.

What is it like to attend this school?

Pupils at Lugwardine Primary Academy are keen to learn. They enjoy the opportunity to take on responsibility, for example, for reshelving books in the library or looking after the school's two rabbits. Staff quickly forge strong working relationships with pupils. Pupils know that there is always an adult to turn to if there is an issue. This helps them to feel safe.

The school has high expectations for pupils' behaviour. Staff apply these expectations consistently, and the school is a calm and purposeful place. Pupils behave well in class. They get along together and play happily at social times. Pupils want to be in school and attend well.

The school expects pupils to achieve well too. Pupils benefit from visitors to the school and trips to places of interest. However, in some subjects, the teaching of the curriculum is not in line with the school's ambition. In these subjects, pupils are not achieving as well as they could. They sometimes do not see how their learning fits together and they do not remember knowledge in the longer term.

Pupils learn to treat others with respect, including those who are different from themselves. The school council teaches them something about democracy. They enjoy taking part in a number of after-school clubs, mostly linked to sport.

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

The school has set out a curriculum in each subject in which pupils' learning builds over time. In general, pupils learn the intended topics. Teachers have good knowledge of different subjects. They explain new knowledge clearly, and use resources to good effect, for example using appropriate materials in art.

The school teaches all the subjects in the national curriculum. However, the curriculum is not implemented in line with the school's ambition. For older pupils in particular, the taught curriculum is not as broad as it should be. This means they are not building their knowledge and skills sufficiently well across all subjects. Pupils remember what they have learned recently but sometimes struggle to do so in the longer term. This is in part because teaching does not give them a clear enough overview of the subject and help them to link the different topics or aspects together.

The school understands the importance of teaching pupils to read. From the start of the Reception Year, pupils follow a structured programme that introduces them to sounds and letters. Staff use accurate technical terms. The school checks regularly on what pupils know. It provides pupils with books to read that generally match their ability in phonics. Staff encourage pupils to read at home. Pupils who are at risk of falling behind receive effective support. As a result, pupils learn to read quickly and fluently.

Staff check on what pupils have learned, for example, by asking questions or looking at their books. However, these checks lack consistency and rigour, so that teachers sometimes do not attain a sharp picture of who knows what. Pupils' misconceptions persist.

The school has recently acted to ensure that the additional needs of pupils with special educational needs and/or disabilities (SEND) are accurately identified. Staff draw on guidance to help them to meet these pupils' needs. As a result, pupils with SEND are beginning to learn effectively.

Everyone is very familiar with the expectation that they are 'ready, respectful, safe' and so these values help to shape the school. In the early years, the school establishes good routines. Children learn important social skills. Across the school, staff implement the behaviour policy fairly. Pupils are enthusiastic and concentrate well in lessons. Those pupils who struggle to regulate their behaviour receive good support.

Pupils follow a well-designed programme of personal, social and health education. This teaches them about healthy relationships and how to keep themselves safe, including online. Pupils learn about other cultures and traditions. For instance, on the recent Diwali day, they enjoyed Indian food and listening to Indian drummers.

Over the last year, Lugwardine Primary Academy has experienced considerable turbulence. However, the trustees have recognised the urgent need to strengthen its governance. New leadership has set about improving the school with energy, determination and good judgement. It has drawn most effectively on expertise from outside the school. The school has worked well with parents and carers to win back their confidence.

The school has provided wide-ranging, relevant training for staff, including teachers new to the profession. There is sound knowledge of the school's strengths, and what remains to be done, so that there is good capacity for further improvement. Staff believe that leaders are considerate of their workload and listen to any concerns. Everyone is willing to work together as a team to take the school forward.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some older year groups, teaching in some subjects other than English and mathematics is not effective. As a result, pupils' learning in these subjects is often thin and bitty. The school should ensure that at key stage 2, pupils in all years receive the teaching in each subject that it intends, so that they are able to achieve the aims of an ambitious curriculum.
- The school's work to help pupils recall and connect what they have learned is underdeveloped. As a result, pupils sometimes struggle to retain new knowledge and fit their learning together. The school should help pupils commit their learning to their long-term memory, so that they have a secure and integral knowledge of their subjects.
- Checks made on pupils' learning are insufficiently rigorous. Pupils' misconceptions, therefore, go uncorrected. The school should make sure that errors and the gaps in pupils' knowledge are identified and addressed consistently well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in September 2014.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138035
Local authority	Herefordshire
Inspection number	10343967
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	Board of trustees
Chair of trust	Clare Long
Headteacher	Kim Lane (interim headteacher)
Website	www.lugwardine.hereford.sch.uk
Date of previous inspection	22 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school has an agreement with Three Counties Academy Trust (TCAT), through which it pays for the services of some staff, including the interim headteacher and the mentor for the school's early career teachers.
- The interim headteacher joined the school in October 2024 in an advisory capacity. She took up the post of interim headteacher in January 2025. The majority of teachers have joined the school this academic year.
- The school runs a breakfast club and an after-school club.
- The school makes part-time use of one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the interim headteacher and other leaders, including representatives of TCAT. He spoke by telephone to a school improvement advisor.
- The chair of the trustees and four other trustees met with the inspector.
- The inspector spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents. These included the minutes of trust board meetings, and information about pupils' behaviour, attendance, the school's curriculum, self-evaluation and improvement planning. The website was also checked.
- The inspector took account of responses to Ofsted Parent View, including free-text comments. He met with parents at the start of the second day of the inspection. The inspector also considered responses to Ofsted's surveys for staff and pupils.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, and looked at samples of their work.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

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