

# Uffculme Primary School

## Inspection report

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<b>Unique Reference Number</b>	113111
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357264
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Graeme Bassett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathryn Tebbey
<b>Headteacher</b>	Elizabeth Shinn
<b>Date of previous school inspection</b>	12 March 2008
<b>School address</b>	Ashley Road, Uffculme Cullompton EX15 3AY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed seven teachers. They held meetings with the headteacher, subject leaders, teachers, other staff, governors, groups of pupils and some parents and carers. They looked at pupils' work, teachers' planning and assessment files, school statutory policies and the school's improvement plan. They also scrutinised curricular planning documents, pupils' assessment records, minutes of governors' meetings and held discussions about the evaluations of teaching carried out by the school. The team analysed questionnaires, including 60 returned from parents and carers, 54 from pupils and seven from staff.

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

- Whether the teaching is sufficiently challenging to ensure improvements in pupils' attainment and progress, particularly in mathematics.
- The effectiveness of strategies deployed by leadership and management in improving teaching to raise attainment and progress in English and mathematics.
- How well the school is developing community cohesion to raise pupils' multicultural awareness.

## Information about the school

Uffculme Primary School is an average sized primary school serving the area around Uffculme. Pupils are taught in seven classes including a Reception class for children in the Early Years Foundation Stage. Currently, there are 11 children in this class: others will join in January. The pupils in Year 6, some teaching assistants and the class teacher, who is also the Key Stage 2 leader, were not in school during the inspection as they were on a residential visit to Brixham.

Most pupils are of White British heritage. A small number of pupils who speak English as an additional language have recently joined the school. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs mostly link to specific and moderate learning difficulties, speech, language and communication, and emotional and social difficulties. There is a privately organised breakfast and after-school club on site which is attended by children from the school.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. The care, guidance and support given to all pupils are excellent and the teaching and learning are good and sometimes excellent. The sensitive support and dedication that the school gives to all pupils, especially those with special educational needs and/or disabilities and those who face personal problems, are outstanding.

The headteacher has a clear vision for future developments. In the short time since her appointment,, she has successfully undertaken to build good relationships with the parents and the community. The governing body takes an active role in this initiative and in the support it gives to the school and the community. As a result, many parents and carers express their gratitude for the help they have received, especially when their children have joined from another school. Also, because of the headteacher's determination, the monitoring and evaluation of the work of the school provide an effective basis for deciding the actions in the school development plan. The school's self-evaluation of its strengths and weaknesses is accurate; areas needing further improvement across the school are identified correctly. Nevertheless, there are occasions when leaders and managers do not record their evaluations and sometimes staff, parents and carers are not made fully aware of developments being made.

Leadership and management are good. Since the last inspection,, the leaders and managers have succeeded in fulfilling their aspirations for improvement. Particular success is evident in raising pupils' attainment in reading and writing, especially in Key Stage 1,, because of improved teaching and learning. This development is now having a positive impact in Key Stage 2 on pupils' attitudes, attainment and achievement. As a result, the decline in pupils' performances at the end of Year 6 in 2009-10 has been eliminated,, attainment is steadily rising and is currently broadly average in English and science.. There are still some weaknesses in pupils' mathematical knowledge and understanding. Progress of all pupils, particularly those in Year 6, has accelerated this year and is currently good from the time of their entry to the school in all subjects. This success and determined efforts by the leaders and managers clearly demonstrate that the school's capacity for sustained improvement in the future is good.

Teachers' high expectations are now firmly established ensuring that pupils' achievement continues to improve and is good. Teachers modify literacy and science tasks effectively to ensure that all pupils do as well as they can. However, this is not always the case in mathematics and work is not adapted sufficiently well to build upon what pupils have previously understood. There are some inconsistencies in marking and in the setting of targets in mathematics. As a result, many pupils are unsure of what they need to learn next. The curriculum is good and links between subjects and visits to local places make learning more meaningful, for example by creating a purposeful reason for writing. Leaders have correctly identified the need to extend the facilities for the children in the

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Early Years Foundation Stage and improvements in teaching and learning are already having a good impact upon raising children's levels of skills.

Safeguarding procedures are currently good. Almost all pupils feel safe and say they enjoy coming to school. Attendance is above average and behaviour is good. Nearly all pupils have a good understanding of the need to remain healthy. The development of pupils' spiritual, moral, social and cultural awareness is good but they do not have sufficient understanding of the customs and traditions of other people living in our multicultural society.

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

- Accelerate the rate of pupils' progress and raise their attainment, especially in mathematics, by:
  - improving the use of assessment information so that teachers plan precise tasks that more accurately build upon what pupils already know
  - setting targets that pupils understand and can use to decide how well they are doing
  - improve marking to show pupils what they need to learn next.
- Build upon the good start the school has made to widen the pupils' horizons beyond the neighbourhood in which they live, in order to raise their awareness of the customs and traditions of other people and the multicultural nature of our diverse society.

## Outcomes for individuals and groups of pupils

2

Inspectors' observations in the classroom and scrutiny of pupils' work confirm that the rates of progress pupils are making have improved recently and that their attainment continues to rise. There is no significant difference between the attainment and progress of boys and girls. The pupils with special educational needs and/or disabilities make good progress even though their attainment is still below average. Those at the early stages of learning English make good progress in their speaking and listening skills.

Pupils understand what they have to do to improve their English because they have clear targets. However, in mathematics their targets are not sufficiently precise and, consequently, they do not understand how they can improve. The quality of art work around the school is outstanding and pupils enjoy opportunities to play a wide variety of musical instruments.

Pupils are polite and cooperate well. They carry out their responsibilities conscientiously. Older pupils confirm that they feel well prepared for the next stage of their education. They have secure basic skills in English, mathematics and science. Pupils make a good contribution to the school community and wider community as they become responsible citizens and help each other. They show a good understanding of the benefits of physical exercise, such as walking or cycling to school, and the need for a healthy diet. Their spiritual, moral and social development is strong. Many cope well with the difficult issues that they face in life. The effective school council enables pupils to contribute to, and influence, decisions made about life in school and the wider community. Pupils' confident attitudes make a positive contribution to their learning.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Planning of lessons is consistently good and teachers maintain a brisk pace in pupils' learning in most subjects, especially literacy. Teachers have good relationships with the pupils. With good investigational and practical activities, teachers make learning enjoyable. In most subjects, teachers modify tasks effectively to ensure that all pupils do as well as they can. Teachers and assistants effectively encourage pupils to talk about their work in order to develop ideas and to rehearse answers as a preparation to their written work. This has a marked impact upon raising attainment and achievements in literacy lessons.

The school's tracking records are well established and are maintained accurately and thoroughly. They are used very effectively to identify pupils who might need further support to move them on. Nevertheless, this is not always the case in mathematics where tasks are not consistently based upon what the pupils need to learn next. 'Assessment records about pupils' mathematical development are not always used robustly enough to identify precisely what each pupil needs to be taught next. This is a cause for gaps in pupils' skills and understanding in numeracy, especially for the more-able pupils.

Self-assessment routines are now being developed that enable pupils to judge how well they are doing. This is at its best in English where they have specific targets for literacy and are able to reflect upon their successes. However, in mathematics, because there are inconsistencies in setting targets, pupils are less sure.

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The curriculum is good and caters for the academic and personal needs of individuals and groups effectively. There are extensive enrichment and enhancement activities and the school makes good use of specialist teachers on visits and residential trips. There is considerable take-up of out-of-school activities. The leaders and managers organise elements of the curriculum effectively to engage boys more fully. Gifted and talented pupils are supported through timetabled sessions, visits and activities outside of the school day. Teaching assistants enable pupils with special educational needs and/or disabilities to access the curriculum fully.

Subject leaders effectively develop pupils' language skills across subjects, such as in music, art and physical activities, which are particularly enjoyed by all pupils.

Pupils receive excellent care, guidance and support and all staff know each pupil well. This is a significantly inclusive school where all pupils are involved in what the school does. There are many examples of the school encouraging pupils to be involved in voluntary work and fund raising for the benefit of others. Those who have additional learning needs are identified early by skilled and experienced staff. This has a strong influence upon the development and consistently good progress made by these pupils. The school has developed strong links with out-of-school agencies and enables families to access support for their children. The school has effective procedures to care for pupils with specific problems.

Pupils leaving school are well prepared for the demands of the next stage of education through organised activities that ensure smooth transition. The staff care well for the increased number of pupils who speak English as an additional language and also other pupils who transfer to the school during Key Stage 2.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher, supported by senior staff, provides a clear direction to the work of the school. The school staff share the positive targets set to drive forward the improvements which have been successful in establishing good teaching and learning. However, there are occasions when planned improvements and evaluations of actions completed are not recorded prominently enough. As a result, staff, pupils, parents and carers are sometimes unaware of developments because they are not kept sufficiently informed of actions being taken by leaders and managers.

Subject leaders and the coordinator for special educational needs and/or disabilities devise good strategies to improve the pupils' attainment, especially of the lower attaining pupils.

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This has a marked impact upon raising attainment and achievement of pupils, especially those with special educational needs and/or disabilities.

The governing body is aware of the strengths and weaknesses of the school. The governors take an active role in the setting and evaluation of priorities in the school improvement plan. They ensure that safeguarding procedures are good. The governing body ensures that all statutory requirements are met, including child protection and risk assessment.

The school promotes equality of opportunity for all pupils well while tackling discrimination effectively. The headteacher, governors and staff work conscientiously to build good community cohesion within the school and the local area. There are good links with parents and carers and with members of the local community. However, the school has not completed an evaluation of its role across the wider aspects of its community cohesion policy. Planning and action to enable leaders and managers to promote a good course for future developments are yet to be set. '

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children's skills on entry to the Reception class are typically below expected levels in most areas of learning and particularly low in their numeracy, communication, language and literacy skills. By the time the children enter Year 1,, their attainment has improved, but is still below expected levels for their ages, particularly in their communication, language, and literacy and numeracy. There are also weaknesses in their creative skills and in their knowledge and understanding of the world.

The children who joined the school this September are already cooperating well and they enjoy the activities inside and outdoors. They have quickly settled to the routines of the



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class and, because of the good welfare provision and the extremely good care and guidance, their social and emotional development is improving rapidly. Provision for those with special educational needs and/or disabilities is good. Teaching is good and because of well-prepared teacher-directed tasks, these children learn basic skills in a secure way and their achievements in writing and numeracy accelerate quickly. However, there is more to do to ensure that children have better opportunities to follow their own initiated activities. The outdoor area is not freely accessible and some areas within the classroom are not always stimulating enough to inspire children to write or carry out mathematical tasks of their own choosing.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

Most who replied to the questionnaire or spoke to the inspectors expressed their support for the school. They frequently said how much the school had improved and that this is a good and caring school. The vast majority said children are kept safe. The majority said that teaching is good and that their children were learning well and making good progress. Inspection evidence shows that in nearly all instances, home-school support and communication are good and all teachers are available to talk to parents and carers at any time about problems. A few parents and carers expressed concerns about the progress their children were making, but inspectors found that nearly all pupils are making good progress. A small number of questionnaires showed some unease about pupils' behaviour, but the inspectors found that nearly all pupils behave well. Some parents and carers were concerned about how well the school is led and managed. The inspectors found that the school is well led and managed but there are occasions when parents and carers are not aware of developments because they are not kept sufficiently informed of actions being taken by leaders and managers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Uffculme 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	47	26	43	6	10	0	0
The school keeps my child safe	19	32	36	60	4	7	0	0
My school informs me about my child's progress	16	27	30	50	10	17	0	0
My child is making enough progress at this school	16	27	30	50	12	20	1	2
The teaching is good at this school	19	32	31	52	5	8	2	3
The school helps me to support my child's learning	16	27	34	57	8	13	0	0
The school helps my child to have a healthy lifestyle	17	28	35	58	8	13	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)	16	27	35	58	6	10	0	0
The school meets my child's particular needs	16	27	30	50	9	15	3	5
The school deals effectively with unacceptable behaviour	12	20	24	40	13	22	4	7
The school takes account of my suggestions and concerns	11	18	24	40	15	25	4	7
The school is led and managed effectively	12	20	20	33	14	23	6	10
Overall, I am happy with my child's experience at this school	15	25	38	63	3	5	2	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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



21 October 2010

Dear Pupils

**Inspection of Uffculme Primary School, Uffculme, EX15 6AY**

Thank you for helping us when we recently visited your school. We enjoyed meeting you and finding out about your work. Your school is good and the way your staff care and support you is excellent. It is a very happy place and you get on well with each other. Thank you for telling us your very positive views when you completed the questionnaire. It helped us to get a good picture of your school. Well done!

These are the things that we judged to be good in your school.

- Your headteacher leads the school well and knows exactly what needs to be improved.
- The teachers and other staff in your school work well as a team and support your headteacher well.
- The teaching is good and your teachers plan interesting activities for you to do. They give you encouragement to answer questions and, because of this, your work is steadily improving.
- The staff provide outstanding care, guidance and support, especially to those of you who find work difficult at times.
- You have a good understanding of how to remain healthy.
- You are very polite and most of your good behaviour helps to create a positive environment in school.'
- You make good friends and, as a result, you have good attitudes towards each other.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- help you to make quicker progress and to raise the standards of your work, particularly in mathematics; they can do this by making better use of what they know you can already do, so that they plan precise tasks that build upon the skills you have already mastered
- set you targets that you understand and can use to decide how well you are doing and also to improve their comments when marking to show you what you need to learn next
- widen your knowledge and awareness of places beyond your immediate locality so that you have an understanding of the customs and traditions of others.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Yours sincerely

Graeme Bassett

Lead inspector

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