

Malborough with South Huish Primary School

Inspection report

Unique Reference Number	113399
Local Authority	Devon
Inspection number	378698
Inspection dates	20–21 September
Reporting inspector	Hazel Callaghan

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Jane Day
Headteacher	Sue Jezard
Date of previous school inspection	13 January 2009
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Introduction

This inspection was carried out by two additional inspectors. Seven sessions of teaching and learning were observed taught by five teachers. Inspectors observed the school's work, and looked at the school's tracking of pupils' attainment and progress, the school development plan, various policies including those related to safeguarding examples of pupils' work documents produced by the governing body and reports written about the school. Questionnaires returned by staff and pupils were scrutinised, including 33 returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The strategies used to enable boys to reach similar standards to girls in English at the end of Key Stage 2 and how the most able pupils are helped to reach Level 5, especially in English.
- How the school's links with others in the federation have supported improvements in teaching and learning and the enrichment of the curriculum.
- How all subjects are now led and managed and the extent to which coordinators know the quality of learning and progress in their subjects.

Information about the school

Malborough with South Huish Primary is a small school. The vast majority of its pupils are from families with White British backgrounds. The proportion of pupils identified as having special educational needs and/or disabilities is similar to that found nationally. Pupils' needs are predominantly the result of moderate learning difficulties and a few have speech and language difficulties. The proportion of pupils known to be eligible for free school meals is much lower than average. There is a much higher than usual proportion of children starting and leaving Malborough Primary at times other than the start of Reception and end of Year 6. Children in the Early Years Foundation Stage are taught alongside pupils in Year 1. The school is part of a hard federation with Stokenham Primary and Loddiswell Primary School. The federation is led by an executive headteacher. Malborough with South Huish Primary achieved the Healthy Schools Plus award this summer. There is a privately-run pre-school on site.

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

Malborough with South Huish Primary is a good school that has many outstanding qualities. Malborough Primary, as it is usually called, is a significantly different school to that seen at the previous inspection. This is due to a large extent to being part of a federation of schools. Staff now work within a much larger group, sharing ideas and good practice, with the result that teaching and learning have improved and the leadership of the curriculum is more effective. Being part of a federation has moved the school forward, but the prime reason for the school's improvement is the inspirational leadership of the headteacher who, in partnership with the outstanding governing body, provides the drive and ambition to carry the school forward. A great deal has been achieved in just seven terms and many aspects of the school's provision and pupils' academic and personal development have been improved. Staff across the federation and in particular within the school work as a strong team. The evaluations made by the headteacher, the governing body and staff are rigorous, comprehensive and accurate so ensuring a good capacity for future improvements.

Teaching and learning are good. This, along with pupils' excellent behaviour, their eagerness to do well and an interesting curriculum that is well matched to their needs has resulted in pupils' good overall achievement. Children make a good start in the Reception year and learning continues to accelerate through the school. Attainment is above average overall, but stronger in mathematics than in English. Teaching is good in both English and mathematics and pupils are provided with good feedback from their teachers on how well they are doing. But pupils do not have as many opportunities to evaluate how well they are doing in their writing, and this limits their understanding of what they need to do to improve. Pupils with special educational needs and/or disabilities are identified effectively and are given good levels of often individual support from experienced staff. Pupils consequently make good progress. Over the last two years all pupils have reached at least average levels in English and in mathematics, by the end of Year 6, showing the good and often excellent progress of pupils with special educational needs and/or disabilities. The most able pupils also achieve well, but there are fewer pupils reaching the higher standard of Level 5 in English than in mathematics.

Pupils very much enjoy coming to Malborough Primary. They say it is 'like a big family' where they have friends of all ages. Pupils get on extremely well with each other. They told inspectors that there is no bullying and that they feel very safe. Pupils readily take on responsibility and very much enjoy joining with those in the other schools of the federation for trips, residential visits and for sports challenges.

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They enjoy helping to make improvements to the school and to the village working with organisations such as the National Trust. They raise money for many different charities and generally make an excellent contribution to the community. Partnerships with a wide range of outside organisations broaden pupils' experiences and enrich their academic and personal development. Pupils consequently become confident and mature young people by the end of Year 6. They use their academic skills well and work together effectively so showing they are well prepared for the next stage in their learning. Attendance, however, is only satisfactory because many families take their holidays in term time.

What does the school need to do to improve further?

- Raise attainment in English, particularly in writing so it matches pupils' attainment in mathematics by giving pupils more regular opportunities to evaluate their own work so that they understand how well they are doing and what needs to be improved.
- Work with parents and carers to improve pupils' attendance at school by reducing the number of holidays taken in term time.

Outcomes for individuals and groups of pupils**2**

Children start in the Reception class with skills and knowledge that are similar to that expected for their age. Their rate of progress has increased over the last few years and children are now reaching above average standards in all areas of learning. Each cohort of pupils is fairly small and the comparative attainment of boys and girls changes according to how many boys or girls there are in the group and the balance of special educational needs and/or disabilities. In the last few years boys have not attained as well as the girls especially in English, but lower down the school this is not the case. Generally, however, pupils' learning is stronger in mathematics. Those pupils who join the school throughout the year settle quickly. Some do not stay in the school for very long but those who do are helped to make the same good progress as their peers.

Pupils are responsive learners. They try hard, concentrate effectively and are learning to persevere with their tasks. This was seen, very clearly illustrated by the Year 6 pupils who had been set the task to investigate a possible number pattern. Pupils of all abilities shared ideas, challenged each other's thinking, and used their awareness of multiples and of square and prime numbers to explore the solution. Their excitement grew as they started to get results and were reluctant to leave their task until it was complete. Similarly, pupils in the class of Year 2/3 worked very well together to develop their understanding of speech marks and greatly enjoyed using the actions to signify the different types of punctuation in their sentences.

Pupils show empathy for one another and an interest in the world around them. They show sensitivity to others' feelings and beliefs and are developing a strong moral code that makes them question what they learn about the world. They have a

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good understanding of how to keep themselves safe and how to develop a healthy life style as was recognised in their recently achieved Healthy Schools Plus award.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The school is a very harmonious community which supports pupils’ academic and personal development well. Lessons are well structured and pupils know what is expected of them. They are well supported by experienced teaching assistants who also play a significant part in their learning. Pupils’ attainment and progress are monitored effectively and the information is used well to match activities to pupils’ abilities and needs. Appropriate challenge is given to the more able pupils, but it is more effective in mathematics than in English. Regular and informative marking of pupils’ work and a good range of other strategies are used to help pupils’ progress. Pupils are encouraged to review their work and to check it against the list of what is required, but opportunities to systematically assess their own writing are not used as frequently as they could to ensure that pupils understand clearly what can be improved.

The curriculum stimulates pupils’ good levels of interest and subjects are effectively linked so that activities are more relevant and meaningful for the pupils. Activities are well matched to their different interests and needs. The many displays of pupils’ work around the school are testimony to the strength of teaching in art. Strong partnerships across the federation and with the local secondary have extended the range of activities and additional opportunities for learning, particularly those in Year

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

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6 and for those who are gifted and talented. The many sporting activities available develop pupils’ social skills successfully and encourage pupils’ awareness of the need to keep fit and healthy.

Pupils feel well cared for and this underpins all their good learning and how they respond to one another. One pupil told the inspector, ‘We look after the teachers by working really hard.’ Another that, ‘We listen to the teachers and the teachers listen to us.’ Parents and carers also spoke of how the staff respond positively to them as well as their children. One parent stated, ‘Teachers look after our children well and we can always talk to them about our concerns.’ Good levels of support and guidance are provided for all pupils especially those who have challenges in their lives which make them vulnerable. Emergency housing and rented accommodation mean that some families do not stay in the area for long, but the staff respond quickly to pupils’ needs ensuring that they feel welcomed, supported and that they have a circle of friends around them.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The clear vision and strong sense of direction provided by the headteacher have ensured rapid improvement and yet enabled Malborough to retain its identity within the federation. Leadership at all levels is good and the school runs smoothly. Subject leadership is distributed across the schools in the federation so that staff expertise is shared. Consequently, there is a cohesive and supportive network that ensures that the curriculum is well planned and supported so that pupils achieve well. Staff time is managed well so that all are able to monitor the pupils’ learning in their subjects. Teachers across the schools observe each other teaching, sharing good practice and initiatives with the result that teaching and learning have improved. The governing body has been influential in the setting up of the federation and in monitoring its development. The organisation of its committees is imaginative and very effective in monitoring and evaluating the work of the schools and in seeking solutions with the staff to areas for development. The governing body is evaluative of its own work and seeks to utilise its members in the best way through an identification of personal skills. Finances in the school are managed very well and the school provides good value for money.

Safeguarding is a strong focus and the school’s policies and procedures are effective, well understood by staff and carried out rigorously. Staff and governors are

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appropriately trained in child protection and safe recruitment. The governing body is rigorous in tackling any discrimination and pupils of all abilities are enabled to take advantage of what the school offers. Staff and governors recognise that whilst the school is extremely effective in promoting community cohesion in the school and at a local level, and is enabling pupils to gain an awareness of global issues through their curriculum, there is very little cultural diversity in the area around the school. With this in mind, links have been made with a school in the Midlands with a more diverse community, but these links are still in the planning stage.

Partnerships with parents and carers are strong. There are regular and frequent opportunities for parents to learn about how well their children are doing and the staff are always available to listen to concerns or to celebrate events in the child’s life. Pupils very much enjoy school and parents and carers want them to do well, but many families are in the holiday industry or in farming which often makes it difficult for them to holiday out of term time.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The school makes sure that there are opportunities for children at the pre-school group on site to join with children in the Reception class throughout the year and so they are very familiar with the setting and the staff. They consequently settle into school very smoothly under the sensitive care of the staff and with the good role models of the pupils in Year 1 with whom they work and play. Children start to make good progress even at this early stage in the term. They follow instructions well and confidently access the toys and resources they need. There is good balance of teacher-led activities and child-chosen tasks that support their good learning and development. One girl was seen confidently selecting paper from the drawer and

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asking for help to get water in preparation for painting, for example. Children enjoy joining with Year 1 in some of the letters and sounds work, enjoying the actions and sounds that are linked to each letter. It was enough for one little girl to be reminded of the actions for insect for her to quickly recall the sound of the letter ‘i’.

The classroom and the safe outside area are stimulating areas in which to work and play. The opportunity to build their own den, for example, encourages the children to work together, to experiment and explore. Good questioning and observations of the children’s play support accurate assessment of what children know and can do so that next steps in learning are identified. Children consequently make good progress. Leadership and management are good. The staff work together as an effective team, planning activities that engage the children in wanting to learn. Evaluations of the children’s work and progress and of the provision are accurate and have led to many improvements. The staff have already identified the areas for development they now want to focus upon so that children’s learning continues to flourish.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An above average proportion of parents returned the Ofsted questionnaire and the responses were very supportive of the school. All parents and carers who returned the form indicated that they were overall happy with the experiences their child was receiving at Malborough Primary. Many aspects received equally strong support, with parents showing that they believe all children are kept safe, that teaching is good, pupils are helped to behave well and that the leadership and management of the school were strong. This overview is consistent with the views of one parent who wrote, ‘I am very happy with all aspects of my child’s school life. I believe Malborough School to be a safe and happy environment for my children to learn and grow.’ There were very few concerns and none that were shared by more than one parent.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Malborough with South Huish Primary 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 73 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	67	10	30	1	3	0	0
The school keeps my child safe	22	67	11	33	0	0	0	0
The school informs me about my child’s progress	18	55	14	42	1	3	0	0
My child is making enough progress at this school	16	48	15	45	2	6	0	0
The teaching is good at this school	19	58	14	42	0	0	0	0
The school helps me to support my child’s learning	19	58	13	39	1	3	0	0
The school helps my child to have a healthy lifestyle	14	42	19	58	0	0	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)	17	52	13	39	1	3	0	0
The school meets my child’s particular needs	19	58	11	33	2	6	0	0
The school deals effectively with unacceptable behaviour	18	55	14	42	0	0	0	0
The school takes account of my suggestions and concerns	15	45	15	45	1	3	0	0
The school is led and managed effectively	18	55	14	42	0	0	0	0
Overall, I am happy with my child’s experience at this school	19	58	14	42	0	0	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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

22 September 2011

Dear Children



Inspection of Malborough with South Huish Primary School, Kingsbridge TQ7 3RN

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents and carers are correct in thinking that you go to a good school.

Here are some of the things we found out.

- You get a good start to your schooling in the Reception class.
- You make good progress to reach standards that are above those of most children of your age, particularly in mathematics.
- You want to do well, you try hard and enjoy your work.
- You behave extremely well. You told me that you have lots of friends and that Malborough is like a big family.
- You are polite, friendly and helpful, you enjoy taking responsibility and have done lots of things to help the school and the village be a better place.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting.
- The school is led extremely well by your headteacher. There are good links with Stokenham and now with Loddiswell and everyone works together as a strong team.
- The staff look after you well so you feel safe and happy.

Even though Malborough Primary is a good school, there are two things we have asked your headteacher and staff to do to make it even better.

- To help you to do even better in your writing by giving you more opportunities to mark your own and each other's work so you can see more clearly how to improve.
- To make sure you attend school as regularly as possible.

We wish you well for the coming year and remember you can do your bit by continuing to work hard and coming to school as regularly as possible.

Yours sincerely

Hazel Callaghan
Lead inspector

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