

Ugborough Primary School

Ugborough, Ivybridge, Devon, PL21 0NJ

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. After a decline in attainment since the previous inspection, progress has accelerated over the past year. Pupils now reach standards of attainment above the national averages in English and mathematics.
- Decisive steps taken by leaders to improve the quality of teaching are resulting in faster progress for all pupils. Progress is good in all year groups and in all subjects.
- Teaching is consistently good with some outstanding elements, such as the way teachers devise activities that engage the pupils' interest in their learning.
- Improvements to the curriculum have enlivened the learning in lessons and ensured that learning activities are tailored precisely to meet pupils' needs.
- Pupils' positive attitudes make a strong contribution to their effective learning in lessons. They feel very safe in school and enjoy taking on responsibilities such as acting as lunchtime monitors.
- The leadership and management of the school, including governance, are good. The federation with another local school has resulted in an increase in the pace of improvement.
- The headteacher has very successfully motivated the staff to aspire to develop their practice even further. Robust checks on teaching by senior leaders, followed by intensive training and support, have helped teachers to improve the quality of their work.

It is not yet an outstanding school because

- Sometimes not enough time is given in lessons for pupils to reflect, consolidate their learning and address any misconceptions. Teachers do not always provide sufficient opportunities for pupils to explore ideas for themselves and explain their thinking.
- Middle leaders are not involved fully in checking the teaching in their subjects.

Information about this inspection

- The inspector observed eight lessons, of which four were joint observations with the headteacher.
- Meetings were held with pupils, the chair of governors, and the school's senior staff. Also the inspector spoke with a representative of the local authority.
- The inspector took account of the 29 responses to the on-line questionnaire (Parent View), the school's recent survey of parents, and a written response, as well as consulting informally with parents before school.
- She observed the school's work, and looked at a range of documents, including the school's improvement plans, data on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average primary school.
- The very large majority of pupils are of White British heritage.
- The school federated with another village primary school in January 2011 to form the Beacon Federation.
- There is a shared governing body with an executive headteacher.
- The proportion of pupils known to be eligible for the pupil premium, which gives the school additional government funding for pupils known to be eligible for free school meals, children in local authority care and children with a parent in the armed forces, is below the national average. Currently there are very few children with a parent in the armed forces and very few children in local authority care.
- The proportion of pupils with special educational needs supported at school action is in line with the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring that lessons always encourage reflection, consolidate what has been learnt and address any misconceptions
 - making sure that teachers provide enough opportunities for pupils to explore ideas for themselves and explain their thinking.
- Extend the role of middle leaders by:
 - ensuring that they contribute to whole-school self-evaluation more fully by direct observation of teaching in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children join the school in the Reception class with skills that are usually in line with those expected for their age. They make good progress in the Early Years Foundation Stage in all areas of learning, especially in their personal and social skills and in reading.
- Since the previous inspection, attainment has been broadly in line with the national averages at both Key Stage 1 and Key Stage 2. However, the rapid progress being made by all pupils this year has resulted in a rise in attainment across the school. Standards of attainment for the current Year 6 pupils are well above average in both English and mathematics.
- Over the past year, progress has accelerated more rapidly as teachers match the work more precisely to meet the needs of pupils and extend the more able to the full. The more regular and robust tracking of pupils' progress has ensured that any pupil whose progress slows is identified quickly and helped to catch up.
- In last summer's end of Key Stage 2 tests, the attainment of Year 6 pupils who benefitted from the pupil premium, including those eligible for free school meals, showed that they were three terms behind the other pupils in the school in English and four terms behind in mathematics. These gaps are wider than the national gaps in attainment. However, the school is using the funding to provide more tailored support for these pupils so that most are making good progress in line with their classmates.
- Disabled pupils and those pupils who have special educational needs are achieving well because their rates of progress have improved. The carefully targeted programmes of support are helping these pupils to be more successful, especially in reading and mathematics.
- Pupils enjoy their learning because teachers make the lessons interesting and give them clear guidance on how well they are doing. Sometimes pupils do not have enough opportunities to explore ideas for themselves and explain their thinking.
- Reading is taught well and pupils soon become very confident readers with a good understanding of what they have read. However, the school did not perform as well as the national average in the Year 1 phonics (letters and the sounds that they make) screening check last year. The school has taken swift action to remedy this and pupils receive more focused teaching to develop their phonics skills. Inspection evidence shows that pupils use and apply their phonics knowledge well to read unfamiliar words.

The quality of teaching is good

- The quality of teaching is consistently good, with some that is outstanding. This profile has improved considerably over the past year due the introduction of regular checks on the work of teachers with an increased focus on the progress pupils make. The sharing of expertise across the federation of schools has helped to increase the rate of improvement in teachers' practice.
- Teachers are skilled at providing learning activities that motivate and interest pupils. For example, in one successful lesson, pupils were so engrossed in the African folk story that the teacher was able to extend their writing skills as they wrote at length in conversation with the story's characters.
- Reading, writing and mathematics are taught well. The teaching of writing is much improved, as teachers provide pupils with frequent opportunities to write at length and practise their skills, in both English lessons and across other subjects. The introduction of 'Big Maths' has helped to improve pupils' mental agility in mathematics.
- A robust system of assessment ensures that teachers know how well pupils are progressing, enabling them to plan precisely to close any gaps in attainment. The new system of target setting is having a good impact as it has helped to raise teachers' expectations of pupils' achievement.
- Marking and feedback to pupils on how well they are doing are of good quality across the

school. Pupils respond positively to comments from teachers and use these to make improvements to their work. However, teachers do not always allow enough time for pupils to reflect on their learning in lessons to consolidate what they have learnt and address any misconceptions.

- The pupil premium is being used to provide targeted teaching in small groups or individually, to help pupils catch up with their basic skills. This is proving effective as these pupils are making faster progress now.
- Teaching assistants are skilled in providing support for disabled pupils and those who have special educational needs. They are very effective in supporting pupils with emotional issues and helping these pupils to be included as fully as possible in school life.

The behaviour and safety of pupils are good

- Pupils' behaviour in and around the school is typically good because of the harmonious relationships that exist. Pupils enjoy the company of each other and of adults. Pupils, the staff and the majority of parents endorse the view that behaviour is good overall.
- In lessons, pupils concentrate hard and apply themselves well. They enjoy their learning activities and are keen to succeed. However, behaviour is not yet outstanding as occasionally pupils lose focus when opportunities are missed to stretch their thinking in some lessons.
- Pupils are very clear that there is no bullying at this school, although there are occasional 'fallings out' that are resolved quickly. They have a good awareness of the different forms that bullying can take, for example cyber-bullying and name-calling. They have good strategies for keeping themselves safe and preventing any discrimination.
- Pupils are very proud of their school, which they would recommend unreservedly. 'It's just perfect,' cited one pupil, and others agree. They feel safe as they trust the adults to take good care of them. They demonstrate good empathy for those pupils who are emotionally fragile.
- Pupils relish the opportunities presented to them to take on additional responsibilities in school in roles such as lunchtime monitors and as school councillors. Pupils report that they are involved suitably in making decisions about issues that affect them.
- Behaviour is managed consistently well across the school and good levels of care are provided by all adults. The school supports pupils with behavioural and emotional issues effectively, to enable them to be included in school life.
- Attendance rates and punctuality have improved over the past year as the school has taken firm steps to reduce the persistent absence of a very few pupils. Most pupils attend well and are punctual to school.

The leadership and management are good

- The new headteacher has instilled in the school a renewed sense of high ambition and purpose. She has gained the confidence of staff and set about implementing effective strategies to improve the teaching and learning. She has brought clarity to self-evaluation, and plans for improvement are focused sharply on the correct priorities.
- The local authority has been proactive in helping to establish the federation and given good support to leaders and managers throughout the process. Following rigorous checks on teaching, the school has accessed pertinent training for teachers from external consultants. This has raised the quality of teaching and increased the rate of improvement.
- The robust system for checking and reviewing pupils' progress has enabled senior leaders to judge the impact of new initiatives and hold teachers to account more readily for their pupils' progress.
- The federation has enabled middle leaders to gain valuable knowledge and experience through working with their counterparts in the other school. This guidance has meant that they are able to implement new ways of working, support teaching staff to make the necessary changes and

check on the outcomes for pupils. However, they are not yet contributing fully to whole-school self-evaluation as they do not undertake any direct observations of teaching.

- Well-planned changes to the curriculum have ensured that it is continually evolving to meet the needs of pupils and engage their interest. Whole-school themes, such as the 'Africa' topic, and a wide range of enrichment activities, are broadening pupils' horizons and promoting pupils' spiritual, moral, social and cultural development well.
- The school demonstrates its commitment to equality in the way the provision is being targeted carefully to ensure all pupils are making good progress.
- The school has worked hard to help parents understand the reasons for federation and has kept them informed well during the process. After some initial reservations, most parents can identify the benefits for their children and state their confidence in the new leadership of the school.
- All statutory requirements for safeguarding are met and managed effectively. The knowledge and skills of staff are kept up to date through regular and rigorous training.
- **The governance of the school:**
 - Governors are extremely well organised and very knowledgeable about the school. They have a good understanding of the school's performance in the national context because they check the school's work for themselves and undertake any relevant training. This means they are able to give good levels of challenge to the school's leaders about pupils' progress. They have been extremely supportive of the school's leaders during the establishment of the federation and this has helped to gain the confidence of the parents. Governors have a good awareness of the quality of teaching across the school, how staff performance is being managed and how this is aligned to their pay progression. Governors manage the budget effectively, including the pupil premium fund. They are aware of how the pupil premium fund is being used and the impact it is having.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113331
Local authority	Devon
Inspection number	411881

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Sue Roberts
Headteacher	Jane Byrne
Date of previous school inspection	5–6 May 2010
Telephone number	01752 892489
Fax number	01752 691460
Email address	head@ugborough-primary.devon.sch.uk

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