

Inspection of Ubley Church of England Primary School

The Street, Ubley, Bristol BS40 6PJ

Inspection dates: 27 and 28 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Ubley Primary School is a welcoming and caring place to learn. Pupils flourish in the school's inclusive and warm ethos. They relish the experiences on offer. Pupils learn well across a range of subjects. They feel safe at school. Many say that the school is like a 'second family'.

From the time pupils start school, leaders place great emphasis on supporting their emotional and social well-being. There is strong pastoral care for all pupils, including those with additional needs. Leaders develop pupils' character by offering rich experiences, such as theatre trips and leadership roles. Pupils have a strong appreciation of fundamental British values. This threads through school life.

Staff have high expectations for all members of the school community. They share the ambition for every pupil to do as well as they can. Breaktimes are happy, calm and orderly. Pupils say that bullying is rare and is not a concern. They are confident that staff would sort it out quickly should it happen. Pupils know that they can use the 'worry box' or talk to a trusted adult if they have a problem.

Many parents praise the school's work. They comment on the sense of community, care and nurture the school develops in every child.

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

Pupils follow an ambitious, purposeful curriculum. Leaders have identified the essential concepts that pupils need to learn and by when. In most subjects, curriculum plans are well sequenced and well thought through. Memorable experiences, such as visitors to the school and trips, deepen pupils' knowledge and understanding. Pupils recall their knowledge and achievements well in most subjects. For example, in history, older pupils confidently use the terms 'democracy' and 'society' in discussions.

Teachers use assessment well in most subjects. They identify gaps and misunderstandings to help pupils to move on in their learning. However, in some subjects, teachers' checks on what pupils know and remember are not as well developed. Teachers do not plan their next steps in learning in these subjects with sufficient precision. Consequently, pupils do not develop a deep knowledge across all subjects.

Leaders are ambitious for pupils to love reading. This starts in early years. Children join in with stories, songs and rhymes. They start phonics and reading lessons soon after they start school. Leaders make sure that children learn to link letters with the sounds they make. Books match the sounds that pupils know. Staff use assessments well to spot pupils who are not keeping up with the pace of the phonics programme. Effective support helps pupils to catch up and keep up. Pupils with special educational needs and/or disabilities (SEND) develop their language and vocabulary

skills well. Older pupils study challenging texts. These extend their vocabulary and their thinking. Pupils become knowledgeable, fluent and confident readers.

Pupils are polite and considerate toward one another and their teachers. The relationships between pupils and staff are consistently positive. Pupils' good conduct in lessons means learning goes on without interruption.

Leaders have a deep understanding of pupils with SEND. These pupils benefit from the school's inclusive ethos. Pupils with complex needs thrive as a result of the adaptations to learning environments. Staff skilfully break down learning into smaller, more manageable steps. Pupils with SEND learn the same curriculum as their peers. They build a secure body of knowledge across many subjects.

Leaders extend the curriculum beyond the academic to enhance pupils' learning. Close ties with the church and community provide regular opportunities for pupils to reflect deeply. The school's Christian values promote a strong understanding in pupils of right and wrong. Pupils know when to help one another. From early years to Year 6, pupils receive high-quality experiences that deepen their understanding of all walks of life in modern Britain. Pupils have the chance to debate a wide range of topics. They enjoy their responsibilities, such as tending the school garden and being involved in the Reception Year buddy system with Year 6. Pupils, including pupils with SEND, look forward to representing the school in sports competitions. Pupils have an exceptional understanding of, and learn to respect, other lifestyles, faiths and cultures. They know the importance of equality and they appreciate difference.

The school is led with kindness and compassion. Leaders and governors are ambitious for the school's future. They know what the school does well and what it needs to do next. Trust leaders use well-considered systems to check the effectiveness of leaders' actions. Together, governors and leaders consider staff workload and well-being. Staff unanimously agree. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. Systems to record the suitability of staff to work with pupils are robust. Leaders ensure that all staff and governors receive high-quality training. Staff know how to spot pupils who may be at risk and they understand the procedures to follow. Leaders keep thorough records to enable them to track any concerns.

Leaders work with, and are quick to seek the support of, outside agencies when families need help.

Pupils learn to manage risks well. For example, they know how to use the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, teachers do not use assessment precisely enough to plan the next steps in pupils' learning. As a result, pupils do not develop the same depth of knowledge as they do in other subjects. Leaders should ensure that assessment information supports teachers to shape future teaching so that pupils know and remember more in these subjects.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146689
Local authority	Bath and North East Somerset Council
Inspection number	10268540
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	81
Appropriate authority	Board of trustees
Chair of trust	Adele Haysom MBE
Headteacher	Ian Harvey
Website	eastharptreeandubley.org.uk
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- Ubley Church of England Primary Academy converted to become an academy school in January 2019. When its predecessor school, Ubley Church of England VC Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Lighthouse Schools Partnership, a multi-academy trust of 29 schools in Bath and North East Somerset and North Somerset.
- The school works in partnership with another local school.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

☑ This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- ☑ Inspectors met with school leaders, including the headteacher, and with representatives of the local governing body and trust.
- ☑ Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- ☑ Inspectors looked at curriculum plans and spoke to leaders about other subjects, including science and art.
- ☑ An inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- ☑ An inspector reviewed the school’s safeguarding documentation, including safeguarding checks carried out on staff working at the school, and considered how well safeguarding leaders act on concerns about pupils’ welfare and safety. The inspector talked to pupils, staff and governors about safe working practices.
- ☑ Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text responses. An inspector met with parents at the end of the school day. The findings of Ofsted’s online survey for staff were considered.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Sean McKeown	Ofsted Inspector

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