



# Ubley Church of England Primary School

Inspection Report

**Unique Reference Number** 109209  
**LEA** Bath and North East Somerset  
**Inspection number** 278156  
**Inspection dates** 8 May 2006 to 8 May 2006  
**Reporting inspector** Lorna Brackstone AI

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

<b>Type of school</b>	Primary	<b>School address</b>	The Street
<b>School category</b>	Voluntary controlled		Ubley
<b>Age range of pupils</b>	4 to 11		Bristol BS40 6PJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01761 462654
<b>Number on roll</b>	49	<b>Fax number</b>	01761 463317
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Marilyn MacLeod
<b>Date of previous inspection</b>	31 October 2000	<b>Headteacher</b>	Mrs Kay Church

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 May 2006 - 8 May 2006	<b>Inspection number</b> 278156
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This very small school serves the villages of Ubley and Compton Martin and consists of three mixed age group classes. (Class 1 consists of Reception and Years 1 and 2, Class 2 Years 3 and 4, and Class 3 Years 5 and 6). The pupils who attend the school are from a range of social and economic backgrounds, but they are favourable overall. Very few pupils are eligible for free school meals. The proportion of pupils who have learning difficulties is below that found nationally. Most children start school with expected levels of attainment.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The overall effectiveness of the school is good, in keeping with its own judgement. It provides good value for money and parents are impressed that 'the staff work hard to create a positive community in which every child is valued'. In the Foundation Stage, the quality of provision is good and children make good progress. Pupils also make good progress throughout the rest of the school and by the time they are ready to move on to secondary school, they have achieved standards that are significantly higher than national averages. Their personal development is good with outstanding attitudes to work and behaviour. Teaching is good because the work is well matched to the needs of all pupils. They are closely involved in their own learning and know what to do to improve. Whilst the progress of pupils is carefully tracked in literacy and numeracy, other subjects do not have consistent systems where pupils' progress is recorded systematically. The curriculum is good and is enhanced by a wide range of stimulating opportunities. Pupils are well cared for in a safe and supportive environment. They are given good quality guidance on how they can improve their work. The school works well in partnership with the pre-school in Ubley, other primary schools within the Chew Valley cluster and the local secondary school. Leadership and management are good and the cohesive team are fully committed to the needs of all pupils. However, procedures for evaluating teaching and learning are not sufficiently embedded. Improvements made since the last inspection show that the capacity for further improvement is good.

### What the school should do to improve further

- extend assessment procedures for subjects other than literacy and numeracy
- devise systems for ensuring that the quality of teaching and learning is monitored systematically through the school.

## Achievement and standards

### Grade: 2

Throughout the school, children achieve well because of the good provision for learning. In Class 1, children thrive in a lively and stimulating environment. From average standards when they start school, their learning moves at a good pace because the teaching is effective and consequently standards are above average by the end of Year 2. In Classes 2 and 3, pupils maintain this good progress and achieve well. By the end of Year 6, standards are significantly higher than those found nationally. This is because the learning is made interesting through first-hand experiences and the effective links that teachers make between subjects. Year 6 pupils, for example, use their mathematical knowledge of graphs to depict their science experiment results. The knowledge and empathy gained in history is used to support literacy skills. One pupil described how it felt to be an evacuee: 'as I got to the station, I heard cries of children clinging to their parents, and screams of worried mothers...was I ready to move to the countryside?' However, the progress made in subjects other than English, mathematics

and science is less evident because assessment procedures are at an early stage of development.

Children with learning difficulties make good progress in relation to their prior attainment. The school sets challenging targets for children's performance in national tests and these are usually met or exceeded.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good, and in some respects outstanding. They love coming to school, their attendance is good and their behaviour is outstanding. Pupils are courteous and polite, and the quality of relationships is impressive. Pupils clearly feel very safe in school. They say that bullying is not a problem but are confident in the support of staff should any anti-social behaviour arise. Younger pupils say that they greatly enjoy the company and support of their playground 'buddies'.

Pupils make a good contribution to the school and the wider community. In school, pupils readily carry out a variety of tasks and responsibilities. The school eco-council and other groups of pupils have helped initiate improvements, for example, to toilets and playground resources. The school is very involved in the local community, and music and sporting groups regularly represent the school in local events.

Pupils have a good understanding of how to live healthy lives, and they benefit from the good opportunities now provided by the school for exercise and healthy eating. Pupils' spiritual, social and cultural development is good. Their moral development is outstanding.

The school successfully develops in its pupils a range of personal skills such as confidence and independence, as well as high standards in literacy and numeracy. This is preparing them well for their next stage of education, as well as later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Consistently good teaching results in good learning and achievement for all the pupils. Learning intentions are clearly shared with the pupils so that they understand what they are going to learn. Work is closely matched to the full range of learners and teaching assistants are used well to ensure that the needs of all age groups are met. As one parent explained, 'the children are really treated as individuals and their differing needs taken into account, with respect to their learning and their interests.' This was evident in a Class 1 literacy session where the teacher and her two assistants were each deployed to a specific year group, ensuring that all the pupils could succeed in their learning. Teachers regularly mark work in literacy and numeracy, enabling them to assess the progress of each pupil. Written comments ensure that the pupils are

given a clear view of what they have achieved and what they need to do next. For example, on a piece of written work a teacher had commented 'Well done. You have used a wonderful range of sentence types. Try to use a semi-colon in your next piece.' Expectations are high and the pupils are continually challenged. Whilst assessment is strong in these two subjects, the school is fully aware that more detailed individual pupil tracking systems are needed in other subjects to ensure that progress is equally good across the curriculum.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. In Class 1, activities are very well planned to ensure that the Reception children have access to their own specific Foundation Stage curriculum where they successfully learn through play. The curriculum is responsive to local issues. For instance, in their study of 'Journeys', Class 1 have visited the SS Great Britain to support their learning. All pupils benefit from interesting and meaningful activities, such as learning French, using the nearby church and the mobile library, and developing their geographical skills within the local environment. They have improved their provision for PE since the last inspection by appointing a teacher with expertise supported by coaching from a local specialist secondary school and by making good use of newly acquired rented land for outdoor games. Pupils appreciate the satisfactory range of activities provided by the small staff that are organised on a weekly basis. This gives them opportunities to experience gardening, textiles, chess and different kinds of sport. However, in discussion with pupils, they explained that they would like to stay longer after school or have more opportunities for such activities.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support for its pupils. The welfare of the pupils is at the heart of the school's work, and is a significant strength. Supervision at break times is organised well and staff are vigilant. Arrangements for child protection are good, and staff are alert to signs that any pupil might be distressed or anxious.

The needs of pupils with learning difficulties and disabilities are carefully identified and they are supported well. Although the targets provided in their individual plans lack precision, parents feel that the school works well to keep them informed about their children's learning difficulties. Work is thoughtfully structured, and the valuable support of teaching assistants helps them to achieve well. The school actively promotes healthy eating and physical activity. Pupils work in a safe environment, with teachers taking every care to ensure their well-being. Safety checks and risk assessments are carried out regularly.

Pupils are guided and supported in their literacy and numeracy work by the setting of challenging targets. Discussions with pupils show that as a result they have a clear understanding of how to improve their work further in these subjects. As yet, this guidance and support has not been fully adopted within other subject areas.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is extremely passionate about maintaining an atmosphere in which all staff work well together as an effective, caring and enthusiastic team. The staff are fully committed to providing the best possible quality of education for the pupils and are well supported by the strong governing body. Governors play an active part in school life, have a good understanding of its strengths and are very supportive of the school. They are particularly proactive in the plan to improve Key Stage 2 accommodation and are involved in fundraising for a new building to replace the old temporary classes that are in poor condition externally.

The school's self-evaluation is accurate and takes into account fully the views of parents, pupils and governors. The profile of subject leaders in key areas, such as literacy and numeracy, has been raised through the involvement with a national leadership programme. Good attention has been paid to improving writing in Key Stage 1 and the attainment of the most able mathematicians in Key Stage 2. However, staff changes have meant that procedures for monitoring and evaluating teaching and learning are not sufficiently embedded. There are no agreed criteria on which the quality of lessons is judged and this means that good practice and points for development are not shared with staff. The school is moving forward well. It has successfully tackled the issues identified for improvement at the last inspection and is demonstrating a good capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the part you played in the inspection of your school. We very much enjoyed meeting you and getting to know your school.

These are the things we liked about your school:

You love school, behave exceptionally well and fully understand the difference between right and wrong.

You achieve very high standards and make good progress because you are taught well.

Your learning is made interesting by trips and visits which relate well to the work you do in school.

You are well cared for and kept safe.

Your progress is carefully checked in literacy and numeracy and your teachers help you to improve your work.

The headteacher and her staff always want the very best for you and work hard to achieve this.

These are the things we have asked the school to do to make it even better:

Make sure that teachers keep an eye on your progress in all subjects, not just in literacy and numeracy, so that they can help you to improve.

Make sure the adults in charge of the school check the quality of teaching regularly and in all classes.

Thank you again for helping us find out more about your school and best wishes for the future.