



Malborough with South Huish Church of England Primary School

Inspection Report

Unique Reference Number 113399
LEA Devon
Inspection number 279162
Inspection dates 19 June 2006 to 19 June 2006
Reporting inspector Christine Huard AI

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

Type of school	Primary	School address	Malborough
School category	Voluntary controlled		Kingsbridge
Age range of pupils	4 to 11		Devon TQ7 3RN
Gender of pupils	Mixed	Telephone number	01548 561444
Number on roll	71	Fax number	01548 561343
Appropriate authority	The governing body	Chair of governors	Mrs Anne Rossiter
Date of previous inspection	15 November 1999	Headteacher	Ms Janis Davies

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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

This is a small village primary school. Nearly all the pupils are White British. The school has an above average percentage of pupils with learning difficulties and/or disabilities. Children's attainment when they enter the Reception class varies from year to year, is usually below average, but occasionally average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a sound education for its pupils. Provision for children in the Foundation Stage is satisfactory. Inspectors agree with the school's evaluation of satisfactory overall, but feel it has been rather cautious in its assessments of some areas, such as the pupils' personal development and well-being, and the care, guidance and support the school provides for its pupils, which we judge to be good. Pupils love being at school. As one Year 6 pupil said, 'It makes it worthwhile getting up in the morning.' They behave well, attend regularly and are keen to learn. They participate enthusiastically in the activities provided both in and out of school hours. Teaching and learning are satisfactory and actions taken to mitigate the effects of the inconsistent quality of teaching in science have proved to be effective. As a result, standards are broadly average at the end of Year 6 and achievement is satisfactory overall. Teachers know how well pupils are doing. Younger pupils in classes 1 and 2 are not always aware of how they can make progress because they do not all fully understand the targets that are set for them. Similarly, marking does not always tell them what they need to do to improve. The school has been without a permanent headteacher for too long and the school lacks the stability that a leader with drive and a longer-term vision for the school would provide. Notwithstanding, the leadership provided by the acting headteacher is satisfactory and she understands what needs to be done in order to sustain the improvements made over the last year. The school has made sound progress since the last inspection, and is capable of making further improvements. Overall, the school provides satisfactory value for money.

What the school should do to improve further

- The governors should work closely in association with the local authority (LA) and diocese in securing the leadership of the school.
- Teachers should improve the quality of marking, so that younger pupils understand what they have to do to improve their work.
- Younger pupils should be fully involved in the setting of their targets so they understand what they need to do to make progress.

Achievement and standards

Grade: 3

Children achieve satisfactorily in Reception, although by Year 1 a few have below average communication and mathematical skills. This reflects their attainment when they enter the school. Pupils achieve satisfactorily in Key Stage 1. By the end of Year 2, they reach standards that are just below those expected in reading, writing and mathematics. This represents an improvement over recent years because strategies introduced to improve the quality of teaching and learning for pupils have been successful. For example, all Year 2 pupils are taught across two classes arranged by ability for literacy and numeracy, which helps teachers to ensure tasks are appropriately matched to their needs. Satisfactory achievement continues through Key Stage 2 and,

by Year 6, standards are broadly average in English, mathematics and science. The focus on providing more problem solving activities is proving to be effective in enabling higher attaining pupils, in particular, to increase their mathematical skills. The school has utilised the expertise of one teacher to teach science throughout the school which has ensured consistency of approach and higher expectations of what can be achieved. Last year, although the school met the targets it set for pupils achieving the expected levels, it did not meet the targets for higher attaining pupils. Because of the actions taken, the school looks to be well on course to meet the more challenging targets set for this year. Pupils with learning difficulties and/or disabilities receive good support and make good progress against their targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including spiritual, moral and social aspects, are good. However, while pupils are introduced to many aspects of local culture, there are fewer opportunities for pupils to experience the full range of faiths and lifestyles that characterise the world in which pupils will eventually work. Children in Reception are confident and lively and are developing good personal skills. All pupils love coming to school and this is reflected in their good attendance. From the earliest years, behaviour is excellent and pupils say there is no bullying. They feel safe and are confident that any minor incidents will be dealt with effectively by staff. Pupils understand the importance of a healthy lifestyle. They speak highly of the new school lunches that they enjoy – 'they cost about 10 pence more, but are worth every penny' – and participate eagerly in a wide range of physical exercise such as 'wake-up, shake-up'. Development of the travel plan and the extension of playground activities are just two projects to which pupils made a valuable contribution through the school council. In addition, they contribute to society by raising funds for a range of charities. Improving standards of numeracy and literacy provide a sound foundation for pupils' economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and planning generally shows a sound awareness of the needs of individual children. However, tasks are not always sufficiently challenging for the Year 2 pupils returning to Class 1 in the afternoon. Throughout the school, teachers encourage pupils to show initiative and independence in their learning. Older pupils speak enthusiastically of how they are encouraged to research topics independently using the school's new information and communication technology (ICT) equipment.

Pupils learn effectively because tasks interest them and as a result their attitudes to learning are good. They are proud of the good relationships they have with their

teachers which means that lessons run smoothly. Teaching assistants are well deployed and they provide good support, particularly for pupils with learning difficulties and/or disabilities. Pupils in Class 3 understand their targets well and say that teachers' marking explains what they need to do to improve. Younger pupils are less aware of how they can make progress because marking does not tell them clearly what they need to do to move on.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is appropriately matched to the interests and ages of the pupils. The curriculum for children in Reception satisfies well all the required areas of learning. Provision for pupils' personal development and aspects of being healthy and staying safe are good. There is a clear focus on developing literacy, numeracy and ICT skills and the school has made sound progress in developing opportunities for problem solving, writing and ICT across a range of subjects but there is still more to be done here. Pupils appreciate and enjoy the good range of lunchtime and after-school clubs. Pupils with learning difficulties and/or disabilities have detailed and appropriate plans which are reviewed regularly and parents are fully involved in the process. An appropriate programme of challenging activities is planned for pupils who are gifted in mathematics, art and literacy.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. All pupils feel that they work and play in a safe environment. They know and trust the adults who work with them. A high priority is placed on pupils' health and happiness. All potential risks are carefully assessed and the governing body plays an important part in this process. External agencies are well used to support the school when matters of concern arise. Staff are well trained and very clear about the reporting procedures necessary for the complete support and protection of pupils. The guidance and support provided for pupils with learning difficulties and/or disabilities is good. Pupils' progress is carefully tracked and all pupils have individual targets. The older pupils are fully aware of what they are and what they need to do to improve. However, younger pupils do not have such good understanding because they are not fully involved in the setting of targets with their teachers.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The governors are very supportive of the school and fulfil their statutory duties. They have a good picture of how well the school is performing and have the capacity to ensure that the school will carry out the improvements necessary to raise standards further. However, the school

has been without a permanent headteacher for over two years and governors need to address this urgently in order for stability and clear direction to be established.

The leadership of the acting headteacher is satisfactory. She has benefited from the support provided by the LA and has ensured that the school has moved forward. Utilising staff expertise in science to teach across Key Stage 2 and staff training in the use of new ICT equipment have meant that standards of teaching and learning have improved so that achievement is now satisfactory. Subject leaders fulfil their roles satisfactorily and through regular reviews have a sound overall picture of their subject areas. Management of the Foundation Stage is satisfactory and shows an appropriate understanding of the needs of young children.

The school has introduced a suitable range of monitoring and self-evaluation systems which identify strengths and weaknesses, and these are already having a positive impact on pupils' achievement. Pupils and parents are both included in the school's process of self-evaluation. Parents have complete confidence in the school and parents' questionnaires were overwhelmingly supportive. 'I have been extremely pleased with my son's progress both socially and, more important, educationally,' was one of many similar comments.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

As you know, we visited your school recently. We enjoyed our time there and would like to thank you for all the help you gave us. From talking to you we know how much you enjoy being at Malborough. We would like to let you know what we thought about your school.

What we think your school does well:

You behave very well and are really keen to learn.

You enjoy your lessons and use the new ICT equipment well.

Most of you take very seriously the importance of eating healthily at school and taking physical exercise.

Those of you who find work difficult receive good support in lessons.

The teachers and staff take very good care of you while you are in school.

What we have asked the school to do to improve:

We have asked the governors to appoint a permanent headteacher as soon as possible.

We have asked teachers to tell pupils in Classes 1 and 2 what you need to do to improve your work when they mark it.

We think the younger pupils should have the chance to discuss their targets with the teachers when they are set so that they fully understand them.

We are glad you enjoy your school and hope you will continue to work hard.

Very best wishes

Christine Huard

Lead Inspector