



# Umberleigh Community Primary School

## Inspection Report

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**Unique Reference Number** 113171  
**Local Authority** Devon  
**Inspection number** 289533  
**Inspection date** 2 February 2007  
**Reporting inspector** Ian Hancock

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

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<b>Type of school</b>	Primary	<b>School address</b>	Umberleigh
<b>School category</b>	Community		Devon
<b>Age range of pupils</b>	4–11		EX37 9AD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01769 540362
<b>Number on roll (school)</b>	36	<b>Fax number</b>	01769 540362
<b>Appropriate authority</b>	The local authority	<b>Headteacher</b>	Jennifer Bateman
<b>Date of previous school inspection</b>	15 October 2001		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This primary school serves the village of Umberleigh and is much smaller than average. A high proportion of pupils come from outside the village by parental choice. Almost all pupils are from White British backgrounds. Few are eligible for free school meals. The proportion identified as having learning difficulties or disabilities is above the national average. With falling rolls, the number of classes has reduced from three to two recently.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Umberleigh Community Primary School is a good school where the headteacher, staff and governors are dedicated to continuous school improvement. The school's self-evaluation is thorough and accurate and it offers good value for money. Good leadership and management have ensured well-above-average standards in the last two years. Pupils achieve well because of good teaching and a broad and enriched curriculum that stimulates pupils' enjoyment of learning. Pupils value being involved in their own learning and know their targets for improvement. Although pupils' academic progress is tracked carefully, the information gained is not consistently used to set challenging targets for pupils in Key Stage 1. The provision in the Foundation Stage is satisfactory. Children achieve well in their early language and mathematics skills but have insufficient opportunities, owing to the lack of facilities and resources, to develop their personal skills through independent play activities. The school is a central part of the community it serves and is highly valued by the majority of parents. It has created a caring, safe environment where everyone feels valued. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils behave very well and show great respect for each other. Improvement since the previous inspection is good and all issues identified have been fully addressed. The school is well placed to build on its many successes and move forward positively.

### **What the school should do to improve further**

- Improve facilities and resources for children in the Foundation Stage to enable more opportunities for free-choice independent play.
- Make more use of assessment information to focus on the progress of different groups of pupils, in particular higher attainers, so that they make better progress through Key Stage 1.

## **Achievement and standards**

### **Grade: 2**

Children make satisfactory progress in the Foundation Stage and in Key Stage 1, but good progress overall by the time they leave school. Attainment on entry is broadly average and most children reach the expected levels when they enter Year 1, but their abilities to organise themselves and to plan their own activities are less well developed. Pupils make satisfactory progress in Years 1 and 2 so that standards are average in reading, writing and mathematics. As pupils move through the school their progress accelerates significantly. As a result, all groups of pupils in Years 3 to 6 achieve very well. In 2006, results were well above average in English, mathematics and science at the end of Year 6. The booster classes given to Year 6 pupils in English and mathematics have a positive impact on their achievement but standards will not be as high this year as in the previous two years because of the high proportion of pupils with learning difficulties.

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

### **Grade: 2**

Pupils' behaviour and attitudes are very good. Pupils clearly enjoy their lessons. One pupil stated, 'We do many fun things and are given much help when needed by the friendly teachers.' Consequently, attendance is good.

Pupils' spiritual, moral, social and cultural development is good but their awareness of the rich diversity of cultures is less well developed. Relationships are strong and pupils find great enjoyment in helping one another. The 'buddy system' is just one example of how older pupils show care and support for younger children. Pupils take responsibility eagerly and respond to the challenge well, such as organising their own dance club. The school council, with representatives from the whole school, is helping pupils to be more responsible for, and to make decisions about, the daily life of the school, including improvements to the garden environment. Members of the council feel valued and are proud to talk of their recent initiative setting up pen pals with a school in France. Pupils have a good understanding of the importance of healthy lifestyles and know how to keep safe. A large number participate in the additional sport clubs and are beginning to use their knowledge to make healthy eating choices. Pupils make positive contributions to the community such as raising funds for the local ambulance appeal and singing in the local village square. Older pupils are developing good interpersonal skills. They co-operate well with each other. This adds to their good basic skills, which prepares them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall. During the inspection it varied from satisfactory to outstanding. In the Foundation Stage there is a strong focus on developing children's early language and mathematics skills and children achieve well in these aspects. However, there are not enough opportunities for children to learn through independent play activities, as there is no designated outside area and there are limited resources for play. This has a negative impact on children's personal development. In Years 1 to 6, teachers use a variety of teaching styles that enthuse and motivate pupils. Activities build successfully on prior learning and are mostly well matched to pupils' different abilities. Sometimes, work is not sufficiently challenging, particularly for more-able pupils in Key Stage 1. Marking is used well to suggest to pupils how they might improve their work and they all have individual targets. Pupils with learning difficulties or disabilities are well supported and so make good progress. Teaching assistants play an important role in this facet and other aspects of the school's work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. In the Foundation Stage a good range of adult-directed activities promotes children's good learning in the academic aspects of the curriculum. However, owing to the lack of an outdoor area and limited resources, there are insufficient opportunities for children to develop initiative, self-organisation and independence through self-directed play.

The curriculum for pupils in Years 1 to 6 is good and is significantly enriched by additional activities, including numerous clubs, which are well supported by staff and pupils. Teachers bring learning alive with numerous trips and visitors, such as regular sports coaches, to the school. High emphasis is placed on developing skills in English, mathematics and science but the curriculum is broad and has particular strengths in music, drama, art and physical education. The provision of ICT has significantly improved since the last inspection and is being steadily developed to support pupils' learning across other subjects. The curriculum is well matched to the needs of pupils with learning difficulties or disabilities but could provide more challenge to some higher-attaining pupils. The school pays good attention to developing pupils' personal, social and health education and the understanding of how to develop safe and healthy lifestyles.

## **Care, guidance and support**

### **Grade: 2**

The staff and governors work very effectively to ensure pupils work in safe and secure surroundings. Care is evident in the effective routines and practices to ensure pupils' health and safety. Parents are confident that children are safe and well cared for in school. One parent commented, 'My children enjoy coming to school because of friendly and fair teachers and also the willingness of the older children to help the younger children settle in.'

Pupils' academic and personal development is tracked carefully. However, information gained is not always used as well as it could be to set challenging targets for some of the more able pupils, particularly at Key Stage 1. Pupils with learning difficulties and disabilities are given good support so that they can take a full part in all activities.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The strong leadership of the headteacher drives the work of the school. She has high expectations to ensure all pupils achieve their best and are happy and safe in school. She continually explores ways to improve the quality of education and receives good support from all the staff, who work very effectively as a team. The quality of the school's self-evaluation is good. It clearly identifies areas for improvement, including better provision for the Foundation Stage. Parents' views are regularly sought and considered. The school has

established good systems for monitoring pupils' learning and the quality of teaching. The school has a wealth of assessment data but this information is not always used effectively to ensure that all pupils, in particular higher attainers in Key Stage 1, make the best progress.

The knowledge and effectiveness of the governors have continued to improve since the previous inspection. They are very supportive of the school and are more challenging towards its work than in the past. They have a clear understanding of the school's strengths and areas for improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you very much for welcoming me into your school. I really enjoyed my time with you and looking at your work. I was impressed with how polite and friendly you all were. You are right to be proud of your school, as it is a good school.

What I particularly liked about your school:

- You behave very well, work hard and have good teachers, including the headteacher, who provide interesting lessons and help you enjoy yourselves and do well in your work.
- You are looked after well and that helps to make you feel safe and happy.
- You get on very well together, show respect to everyone and know how important it is to help and look after others.
- You know the importance of eating healthy food and enjoy regular exercise.
- There are plenty of things to do outside lessons and many of you join clubs and other activities, which is good.

These are some things the school could do to improve:

- Provide more resources and better facilities for play activities for children in the Foundation Stage.
- Give more advice on how you can make your work even better, particularly for more- able children in Key Stage 1.