

Ugborough Primary School

Inspection report

Unique Reference Number	113331
Local Authority	Devon
Inspection number	289583
Inspection date	2 July 2007
Reporting inspector	Alexander Paul Baxter

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 on roll	116
School	
Appropriate authority	The governing body
Chair	Maggie Lawson
Headteacher	Sue Whiteman
Date of previous school inspection	1 May 2002
School address	Ugborough Ivybridge PL21 0NJ
Telephone number	01752 892489
Fax number	01752 691460

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This rural primary school is below average in size. The number of pupils attending the school has fallen in recent years. About 7% of the pupils are known to be eligible for free school meals and this is below average. The proportion of pupils with learning difficulties and/or disabilities is increasing and is near the national average. But the number in each year group varies considerably. For example, a quarter of the pupils currently in Years 2 and 6 have a learning need. Very few pupils are from minority ethnic groups or have English as an additional language. Children's attainment on entry varies from year to year and currently matches the level expected for their age. The school holds the Activemark and Silver Artsmark Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Ugborough school provides a satisfactory and improving quality of education for its pupils. It is a welcoming school where an increasing number of pupils with learning difficulties and/or disabilities are well supported. Exceptionally good links with parents and outside agencies assist the staff in sustaining high quality pastoral care. This is evident in the pupils' outstanding politeness, attendance and healthy living. Parents are extremely appreciative of the increasing sense of community evident in the school and are quick to acknowledge the strong contribution of the headteacher in promoting this ethos. One wrote, 'Ugborough is a happy school where children learn in a relaxed, caring and supportive atmosphere.' Achievement is satisfactory and standards are broadly average. The headteacher nurtures an inclusive and friendly community spirit. Pupils' personal development and well-being are good and reflect the effective care, support and guidance that pupils receive. Given the constraints of a falling roll and substantial changes to staff, the school is doing well to address some inconsistencies in pupils' achievement. Progress is being monitored more effectively and learning opportunities are being extended through the expressive arts, especially music. Much has been put in place in a relatively short space of time, however, and needs longer to lift pupils' achievement fully. There are variations in the rate of progress and standards. These are influenced by pupils' learning needs and at times by inconsistencies in the quality of teaching. Children are taught well and so make good progress in Reception. Progress is satisfactory in Year 1, but good in Year 2, where a less able year group of pupils has done well this year to attain average standards. Achievement is satisfactory through Years 3 to 6. Standards have improved, particularly in reading and speaking and listening. Across the school, an increasing level of challenge is helping pupils with more ability to make good progress. The carefully planned use of interactive whiteboards and other visual aids is helping to develop pupils' phonic and mathematical understanding. Although improving, some pupils' writing, especially spelling, and number skills are still not good enough. Teaching and learning are satisfactory. There are some good features. For example, teachers generally know their pupils well and this is clearly evident in their comments in pupils' progress books and in the pupils' annual reports. Teachers do not always make best use of assessments, however, in adapting their teaching methods to meet pupils' differing needs, especially average and below average pupils. A sound curriculum is enriched by a good range of sporting and musical activities. But, except for children in Reception, pupils do not always have enough opportunities to learn by finding things out for themselves. Leadership and management are satisfactory. Self-evaluation is sound and is increasingly strengthened by teamwork and good communication between all those involved with the school. Improved achievements of more able pupils and relationships with parents since the last inspection show that the school has a sound capacity to improve in the future.

What the school should do to improve further

- Raise pupils' achievement and standards in English and mathematics, especially their spelling and numeracy skills.
- Develop more consistency in the way teachers make learning relevant and more accessible to the needs of individual pupils, especially average and lower attainers.
- Give pupils more opportunities to learn by following their own lines of enquiry and exploring their own ideas. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. Children make good progress in Reception and most meet expected learning goals. Pupils make satisfactory progress in Year 1, but progress quickens and is good in Year 2 because teaching is sharply focused on what pupils need to learn next. Pupils' progress varies in Years 3 to 6, but overall it is satisfactory. However, variation in the quality of teaching means that some pupils do better than others. Higher attainers respond well to the increased challenges offered to them and pupils with learning difficulties and/or disabilities benefit from additional support. The school is now supporting pupils more effectively through targeted teaching. However, because of earlier underachievement, especially in writing and basic calculation skills, some average and lower attainers have still not progressed as much as they should in writing and mathematics. By the end of Year 6, standards are average in speaking and listening, reading and science and below average in writing and mathematics. Most pupils sing well and several pupils show good instrumental skills in music.

Personal development and well-being

Grade: 2

Children make a good start in Reception and soon learn how to work happily together. Good relationships and the pupils' enjoyment of school continue and are seen in their excellent attendance, good behaviour and harmonious singing in assembly. Most pupils interviewed agreed that they had lots and lots of friends. Pupils are extremely polite and respectful to adults and most pupils are equally considerate of each other. Pupils say, 'Everyone who works here is really nice. They help us to make lots of new friends.' Pupils' spiritual, moral, social and cultural development is good. Pupils have a strong sense of community. Their wholehearted participation in a range of clubs clearly shows their fitness and excellent awareness of healthy lifestyles. Pupils make equally good contributions to local and wider groups, for example, fundraising for a school in Uganda and participating in the Ugborough Fair. Members of the school council feel their views are valued. They are pleased that requests, for example, for more play time equipment, are swiftly taken up by caring adults. Most pupils are prepared satisfactorily for their future economic well-being. More able pupils communicate confidently, but some lower and average attainers are less well equipped for the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is improving. Teachers promote good relationships and manage pupils' behaviour effectively. Teaching assistants give good support. Teachers use interactive whiteboards well to introduce learning. Children are taught well in the Reception where their personal skills are developed well. Pupils in Year 1 are taught in two classes and, until recently, inconsistencies in teaching have limited their progress. Teaching is good in Year 2 because it more often addresses what pupils need to learn next. Teaching and learning are satisfactory, but improving, across Years 3 to 6. The school has taken effective steps to improve the learning and progress of more able pupils, especially in mathematics. Boys' learning and progress, especially their presentation and handwriting skills, has also been improved. Other

initiatives need more time to take full effect. For example, the use of assessments to challenge pupils effectively and to ensure that teaching and learning methods match their needs, particularly for average and lower attainers, is not fully embedded in all classes. Sometimes, whole-class teaching continues for too long; more able pupils respond well, but others have difficulty sustaining concentration and their progress slows.

Curriculum and other activities

Grade: 3

The curriculum includes good opportunities for pupils to develop their personal qualities, particularly their healthy lifestyles. Curricular links between subjects are improving, partly by the good use of ICT, and are now satisfactory. The curriculum for numeracy is soundly embedded. Speaking and listening skills are promoted well. Literacy skills are promoted with increasing effectiveness in English lessons, but opportunities to write at length and expressively in other subjects are still developing and spelling is not always given sufficient emphasis. Children in the Reception class now have good opportunities to learn independently. But this type of learning is not always promoted with equal effectiveness across the school and this limits pupils' ability to learn at their own level. The school is seeking to address this by obtaining more laptop computers. The curriculum is enriched well by a good range of clubs and activities. Music is a developing strength that is adding to the pupils' enjoyment of school. There is innovative practice in introducing basic French and this is helping to develop the pupils' cultural understanding.

Care, guidance and support

Grade: 2

The excellent pastoral care of the pupils is very clear throughout the school, especially the warm relationships evident in all lessons. Staff also have excellent relationships with parents and others. Pupils' emotional well-being is given a high priority, which has a beneficial impact on pupils' self-confidence and other personal qualities. One parent wrote, 'This is a very friendly and caring school.' Pupils with learning difficulties and/or disabilities are given good support, enabling them to make steady progress. The school is very effective in safeguarding the pupils' well-being. Academic guidance is satisfactory. The school has worked hard to establish good strategies to assess pupils' progress. Pupils' effort is celebrated and pupils know their targets. Although improving, these are not always used with consistent effectiveness to support pupils' learning in lessons. Pupils are given supportive oral feedback, but not all teachers make best use of marking of pupils' day-to-day work to promote improvement.

Leadership and management

Grade: 3

The headteacher strongly promotes the school's caring community identity. She has been the driving force in rebuilding a close partnership with parents. Her encouragement of a team approach to leadership and management is helping staff to improve their skills and to contribute with increasing effectiveness to the development of the school. This corporate approach has strengthened the way the school monitors its effectiveness. Self-evaluation is sound. Improved assessment strategies have enabled the school to evaluate pupils' progress more accurately. A good start has been made to improve teaching through staff development and class observations. This is seen, for example, in the more consistent use of learning objectives, earlier identification

and support of an increasing number of pupils with learning difficulties and or/disabilities and improved progress by more able pupils. Much has been done in a relatively short period of time and further work needs to be done to ensure that all pupils, particularly average and lower attainers, make better progress in writing and mathematics. Governors give good support.

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Annex A

Inspection judgements

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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	3

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 3 July 2007 Dear Pupils Inspection of Ugborough Primary School, Ivybridge, Devon, PL21 0NJ Thank you for welcoming me to your school. I really enjoyed observing your lessons and talking with you, especially with those of you who are members of the school council. You were all very polite and helpful. Your school is a welcoming community where you feel well looked after. I consider Ugborough to be a satisfactory school. It has some notable strengths and continues to improve. These are the main things I found:
- Your school works very closely with your parents and others to look after you and keep you well. As a result, you live very healthily and safely.
- You enjoy school and this is seen in your excellent attendance.
- Your headteacher gives a strong lead by encouraging teamwork and bringing improvement. She is well supported by staff and governors in making sure that you are valued and treated equally.
- The standards you reach in Year 6 match those found in most schools. This is because you are taught appropriately and make steady progress as you move through the school.
- An increasing number of you are doing even better and many of you have good speaking, listening and music skills.
- You behave well and involve yourselves fully in a good range of clubs and activities. I have asked the headteacher, staff and governors to do these things to help your school to become an even better school:
- Improve your writing, especially your spelling, and your number skills in mathematics.
- Make sure that some of you learn more consistently by doing the things you are ready to do and in ways that help you to understand more.
- Give you more opportunities to learn by trying to find answers to your own questions and by following your own ideas. Thank you once again and good luck in the future. With best wishes Alex Baxter Lead inspector