

# Ugborough Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113331
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338143
<b>Inspection dates</b>	5–6 May 2010
<b>Reporting inspector</b>	Anna Sketchley

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Reeves
<b>Headteacher</b>	Sue Whiteman
<b>Date of previous school inspection</b>	6 May 2010
<b>School address</b>	Ugborough Ivybridge PL21 0NJ
<b>Telephone number</b>	01752 892489
<b>Fax number</b>	01752 691460
<b>Email address</b>	admin@ugborough-primary.devon.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed five teachers. No formal meeting with parents and carers was held but inspectors spoke to a few informally at the beginning and end of the school day and studied 64 questionnaires that were returned by parents and carers. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including pupils' work, systems for monitoring and tracking pupils' progress, plans for improvement, reports written by the local authority, documents about safeguarding and questionnaires completed by 34 pupils and by 13 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the ability of leaders at all levels to maintain the current rate of improvement in attainment and progress throughout the school
- the quality of teaching and the progress of strategies in teaching, learning and the curriculum in English and mathematics to improve attainment and progress, especially boys' writing and girls' mathematics
- the success of strategies to help pupils improve their work
- how well children in the Early Years Foundation Stage achieve.

## Information about the school

Ugborough is a small village school that attracts pupils from a wide area. It has four mixed-age classes. All pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average, including those with a statement of special educational needs. The majority of these have speech, language and communication difficulties. Among the school's most recent awards are Activemark, International Schools Award Silver Level and Healthy School award. There is privately-run after-school care on site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Ugborough has made rapid improvement since the last inspection and as a result pupils' achievement is outstanding. It is an exceptionally happy school and parents show their appreciation and support very clearly in the many positive comments they make. In the words of one parent and reflected in others, 'Both our children have been treated with respect and warmth at this school. It has an excellent 'family' atmosphere and caters well for the children's individual needs.' The headteacher has demonstrated strong drive and ambition, welding together a very capable staff team and supportive and challenging governors. Together they all play a strategic role in the school's development, are exceptionally hard working, and dedicated to the well-being and high achievement of the pupils. Regular pupil progress meetings, rigorous tracking and the introduction of new assessment methods to help teachers plan the next steps for learning have made a significant impact. This has secured accurate self-evaluation from which correct priorities and challenging targets have driven forward improvement. Outstanding teaching and a rich curriculum, that includes appropriate whole-school strategies to raise standards in writing and mathematics, have been very successful. As a result, the rate of pupils' progress has accelerated and evidence from lesson observations and pupils' books shows that the rise in attainment is secure, especially in Year 6. Writing standards are particularly high. These effective systems ensure that this fast rate of progress is sustainable, giving the school outstanding capacity for further improvement.

Skills on entry to school are variable and some aspects of literacy and numeracy are below those expected, but children make good progress throughout Reception. Good progress is maintained in the infant years, especially in the current Year 2 where almost half the pupils had particularly low skills when they joined the school, but who are now reaching the attainment expected for their age. A focus on phonics for younger pupils, an engaging curriculum that encourages the use of pupils' literacy skills across subjects and a focus on handwriting, especially for older boys, have given all pupils the confidence to write well and at length. An emphasis on weekly problem solving and the language of mathematics, supported by more practical equipment, has improved attainment in mathematics, including for girls. Pupils are fully involved in improving their own work through exemplary marking and regular target setting. They told inspectors that school is 'amazing and a fun place to be' and their above average attendance, which is close to high, and high take-up of extra activities, are a clear indication of how much they enjoy school. Relationships are excellent at all levels. Pupils are extremely polite and friendly. Their behaviour and attitude to work and play are exemplary both in the classroom and on the playground. This very positive climate for learning is a

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

significant feature of their outstanding achievement. The school has rigorous procedures to safeguard pupils and they are exceptionally well cared for, underpinned by an excellent partnership with parents. Pupils with special educational needs and/or disabilities are fully included and supported effectively. As a result, they make the same outstanding progress as all other pupils.

The school itself is a cohesive community and has good links locally and globally, but its effectiveness in promoting community cohesion within the United Kingdom is more limited.

**What does the school need to do to improve further?**

- Improve pupils' understanding of the diverse nature of cultures in modern Britain by providing more opportunities for them to learn about cultures nationally that are different from their own.

**Outcomes for individuals and groups of pupils****1**

In the last two years national test results showed that attainment in English, mathematics and science were above average, and in some cases significantly so. There has been a rapidly rising trend since the last inspection. Rates of progress have also increased and are outstanding throughout the junior years. Progress in lessons is often brisk due to outstanding teaching in both key stages. Work seen in class and in pupils' books reflects a strong pattern of improvement as pupils move through the school. Such strategies as 'talk partners' in literacy develop pupils' ability to share and express their ideas in readiness for writing. This was particularly effective in a Year 6 lesson when pupils discussed their recent residential visit experiences in preparation for writing a descriptive account using laptops. Pupils in Years 3 and 4 were challenged very well in a literacy lesson when learning the criteria for different types of writing. They too used examples from the previous day's visit. Planning learning around first-hand experiences is capturing pupils' imagination and interest and encouraging them to write. Very good modelling of a strategy for subtracting two digit numbers in a Years 1/2 mathematics lesson ensured that all pupils were challenged and made good progress. Pupils participated very well and offered clear explanations as the teacher demonstrated the strategy using a number line. Less able pupils were very well supported in the lesson with extra practical equipment. Throughout the school, all pupils listen well, have high levels of concentration and work hard.

Pupils have a very good understanding of how to keep safe and healthy, involving themselves wholeheartedly in all the physical activities offered to them, remembering to bring healthy snacks and taking part in preparing for the Healthy School Plus award. Older girls spoke proudly of their achievement in winning the local netball tournament - a great accolade for such a small school. Responsibilities around the school and involvement in the local community, and fundraising activities for national and international causes, are seen by pupils as an important part of everyday life. They are justly proud of the impact they make through the school council. Life skills learned

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

through these activities and their outstanding basic skills are preparing them very well for the future. While pupils' spiritual, moral and social awareness is very good, their understanding of cultural diversity in the United Kingdom, although satisfactory, is a weaker outcome.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Detailed lesson plans that meet the needs of all pupils, clearly shared learning intentions and a brisk pace, all ensure that pupils make the best possible progress. Teachers' excellent subject knowledge, very good questioning techniques that challenge pupils' thinking and the modelling of tasks, all contribute to outstanding lessons. Teachers occasionally target pupils without their hand up, making sure that all are participating in the lesson, and pupils' attention is held by good use of interactive whiteboards. Marking is a strength of the teaching, is linked to pupils' individual targets, and explains clearly to pupils how they can improve their work. Pupils with special educational needs and/or disabilities are fully included in lessons and supported well by highly-trained teaching assistants.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The curriculum is well planned, taking into account mixed-age classes, and interesting topics, visits and visitors enrich learning and thoroughly endorse links across subjects. For such a small school a very wide range of clubs is available to enhance learning and personal and social development, including regular residential trips for all Key Stage 2 pupils. Music is a strength of the school and many pupils sing and play a musical instrument to standards that are much higher than would be expected nationally for their age. They greatly enjoying playing in the school's 'Ensemble'. Portable laptops have ensured that information and communication technology is used creatively across the curriculum and supports other subjects well.

Pupils are very well known to all staff and exceptionally well cared for by the school. In the words of one parent, which echoes many of the views of both parents and pupils, 'Our daughter enjoys each day and the school has a real sense of community. We have seen our little girl flourish in the supportive environment which also stretches and challenges.' All procedures are extremely well organised and staff carry these out diligently. Provision for pupils with special educational needs and/or disabilities is well organised and pupils are given effective and caring support that helps them to achieve well. Whatever their difficulty they are fully involved in the life and work of the school. Links with outside agencies with, for example, the school nurse, speech and language therapist and educational psychologist are strong.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Since the last inspection the headteacher and staff have been determined to improve pupils' progress and levels of attainment. They have worked hard together to successfully embed new strategies and procedures, and the impact of leadership on teaching and learning has raised the quality of teaching to outstanding. This is resulting in outstanding progress and high levels of attainment for all pupils. Governors are fully supportive of the school and are very involved in its strategic direction. Recently they have taken the lead in the decision to pursue federation with another school. Because each governor is linked to a priority in the school improvement plan, developments are regularly monitored and they have efficient systems for meeting statutory responsibilities.

The school has conducted a thorough audit of community cohesion and has a clear plan for further development. They are fully committed to it at both school and local level

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

and have exceptionally good links globally with a school in Kenya. Global links are also supported by the school's International School Award at Silver level and Ugandan keyhole farming is part of the Years 3/4 curriculum. However, they know that links in the United Kingdom are less strong and there are embryonic plans to engage with an urban school in Northumbria.

There are very effective links and a wide range of partnerships with outside agencies, particularly other local primary schools and the secondary college. The school was chosen to take part in a four-year pilot music specialism project and has been working successfully with five other schools in the area. This has been highly beneficial both in raising standards and achievement and also in the development of collaborative leadership. Promoting equality of different groups of pupils is particularly well managed. It is underpinned by very regular progress meetings ensuring that all pupils make the best progress possible. Excellent safeguarding procedures fully comply with statutory requirements and ensure that pupils are safe and secure in school. Regular training supports staff in carrying out their safeguarding obligations well and rigorous monitoring procedures ensure that this quality is maintained.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

### **Early Years Foundation Stage**

Children's skills on entry to school vary from year to year, although for a significant number of them some aspects of literacy and numeracy are below those expected. A very calm, caring atmosphere, good routines and warm relationships support young children's personal development and, alongside imaginative teaching, they quickly become confident learners and make good progress. Children order their lunch in French



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

with great aplomb! They explain clearly the difference between 18 and 11 when calculating the number of pupils who require a school meal. Year 1 pupils provide an excellent role model for the younger children and their different needs are met through very careful planning and opportunities for them to join the Years 1/2 class when appropriate. All pupils love the challenge of 'running in' to the skipping rope during the daily physical activity and participate well when learning their sounds, demonstrating their ability to segment words to aid spelling. Their progress is carefully assessed, formally recorded and used to plan the next steps in their learning. However, there is no individual 'learning journey' that celebrates the Early Years Foundation Stage year for each child and to which parents and carers can contribute. Both the indoor and outdoor learning areas are well organised with good resources, but the outdoor space is very cramped and does not allow for the extension of all areas of learning to take place outside. The leadership and management of the Early Years Foundation Stage are very competently shared and welfare arrangements are excellent.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The vast majority of parents and carers who responded are very supportive of the school. They are particularly appreciative of the care offered to their children. In the words of one parent, 'The commitment, care and enthusiasm that the staff show towards the children as individuals and in relation to their learning is second to none. The communication between school and home is great.' Of the very small number of concerns raised, most were individual issues. A few parents were concerned about the progress their children are making and feel that they do not receive enough information or help in supporting learning. However, inspectors spoke personally to a number of parents who were all satisfied with the school's communication systems and felt they were listened to and well informed.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ugborough Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	78	13	20	1	2	0	0
The school keeps my child safe	56	88	8	13	0	0	0	0
The school informs me about my child's progress	38	59	23	36	3	5	0	0
My child is making enough progress at this school	35	55	25	39	3	5	0	0
The teaching is good at this school	38	59	22	34	2	3	0	0
The school helps me to support my child's learning	40	63	19	30	4	6	0	0
The school helps my child to have a healthy lifestyle	50	78	13	20	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	70	13	20	2	3	0	0
The school meets my child's particular needs	36	56	25	39	2	3	0	0
The school deals effectively with unacceptable behaviour	38	59	23	36	2	3	0	0
The school takes account of my suggestions and concerns	42	66	20	31	1	2	1	2
The school is led and managed effectively	44	69	18	28	2	3	0	0
Overall, I am happy with my child's experience at this school	48	70	13	20	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 May 2010

Dear Children

Inspection of Ugborough Primary School, Ivybridge PL21 0NJ

I should like to thank you for the very warm and friendly welcome you gave us when we visited your school recently and for having lunch with us and spending time talking to us. We really enjoyed meeting you.

Ugborough is an outstanding school and you are making good progress in your learning and reaching high standards because of the actions taken by your headteacher along with all the adults in your school. These are some of the best things I found.

- You really enjoy coming to school, your attendance is good, you are exceedingly polite and your behaviour is exemplary!
- You have an excellent understanding of how to stay safe and keep healthy.
- You enjoy helping in school and get on really well together.
- You are proud of your school and all the opportunities it offers you.
- Your teachers make learning fun and your attitude to your work is excellent.
- You are exceptionally well cared for and you told me that you feel very happy and safe in school.

All the adults in your school want you to do your very best. From the findings we have asked them to help you learn more about the different cultures that live in the United Kingdom.

I had a really magical time with you. Thank you. Please keep working hard!

Yours sincerely

Anna Sketchley - Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**