

# Ubley Church of England Primary School

The Street, Ubley, Bristol, BS40 6PJ

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, staff and governors are effective in delivering outcomes that provide well for all their pupils' needs.
- Pupils' attainment varies from year to year because there are such small numbers in each year group; however it is usually high. Pupils make good progress from the points at which they start. Writing is a particular strength.
- Children in the Early Years Foundation Stage make good progress and benefit from learning in a creative and stimulating learning environment.
- Pupils' progress is closely monitored and where any underperformance is identified it is addressed quickly and effectively.
- The spiritual, moral, social and cultural development of pupils is a strength that promotes high aspirations for all.
- Teachers know their pupils well and apply this information to plan lessons that usually provide very effectively for the learning needs of all pupils.
- Disabled pupils and those who have special educational needs make good and sometimes exceptional progress in learning.
- The pupils have an extremely varied and stimulating range of learning experiences.
- Pupils say they feel safe in school and enjoy lessons. Their good behaviour and positive attitudes to learning are notable strengths of the school.

### It is not yet an outstanding school because:

- Teaching does not always make clear to pupils what they have to achieve to be successful by the end of the lesson.
- Occasionally teachers do not provide the best resources for pupils to allow the more able, in particular, to make even better progress.
- Leaders' strategies for engaging with pupils, staff, parents and carers do not always secure the clear and effective communication intended, and this sometimes leads to misunderstanding.

## Information about this inspection

- A total of eight lessons and one singing assembly were seen. The lessons included a joint lesson observation with a senior leader.
- Meetings were held with the headteacher, the Chair of the Governing Body, other members of the governing body, teachers, teaching assistants and pupil representatives. A telephone conversation was held with an independent school improvement officer and with a representative from the local authority. The inspector also spoke informally with parents and carers.
- The inspector carried out a work scrutiny of pupils' books, looking in detail at the content and quality of pupils' written work, the effectiveness of marking in promoting pupils' learning and how well pupils respond to the marking of their work.
- The inspector looked at a wide range of school documents including plans for improvement, external reports from the local authority, information on pupils' progress, teachers' lesson plans, the headteacher's monitoring information, and behaviour records. During the inspection the inspector heard a selection of pupils read and looked closely at their work in class.
- Pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were scrutinised.
- By the end of the inspection there had been 27 responses to the online questionnaire Parent View, and six responses to a staff questionnaire. These were taken into account.

## Inspection team

David Edwards, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- This is much smaller than the average primary school.
- Pupils are taught in three mixed-age classes. Children at the Early Years Foundation Stage are taught in a class with Year 1 pupils.
- Very few pupils are known to be eligible for the pupil premium, which in this case provides the school with additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is broadly in line with the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not offer extended school provision.

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

- Improve the quality of teaching by:
  - ensuring that when teachers plan lessons they make sure individuals and groups do not have more than one lesson objective at a time, and that they make clear to pupils at the start of a lesson what they have to do to achieve their targets
  - providing pupils with sufficient, well-chosen resources in lessons to enable the more able pupils in particular to complete tasks to a high standard
  - reviewing and strengthening communication systems throughout the school in order to promote greater understanding, cooperation and respect between staff, pupils, governors, parents, carers and the wider community.
- Improve the overall attendance of pupils so that it consistently exceeds the national average.

## Inspection judgements

### The achievement of pupils is good

- Children's attainment when they enter the school varies from year to year, but they typically start with skills, knowledge and experiences at similar levels to those expected for their age. Adults plan children's learning carefully to ensure they make good all-round progress. Children show notable strengths in their social and emotional skills, speaking and listening and in acquiring their writing abilities.
- Pupils move seamlessly into the Year 1 curriculum (subjects and topics that are taught) and continue to make good progress all round, but especially in developing their good literacy and numeracy skills.
- An effective programme to support the teaching of phonics (the links between letters and sounds) underpins the development of pupils' very good reading skills. Pupils read books fluently and current standards in reading are significantly above average at the end of both Key Stages 1 and 2.
- Pupils' progress is carefully checked throughout the school, and so the staff have detailed and accurate knowledge of how well individual pupils are doing. This information is very often used well by teachers to provide very positive learning experiences. These experiences result in standards in reading, writing and mathematics that are typically significantly above the national average.
- Achievement in writing is a particular strength within the school. In part this is due to pupils' very secure reading skills that equip them well to achieve well in their other subjects. The current attainment of pupils is well above where they would normally be expected to be. They are on track to reach above average standards in English and mathematics this year.
- Disabled pupils and those who have special educational needs make good and sometimes particularly rapid progress. This is because the school has very good procedures for identifying and providing for the learning needs of each individual. Targeted additional support is given by experienced teaching assistants or, when appropriate, a specialist teacher employed specifically for this purpose. This ensures that, wherever possible, the needs of all pupils are fully met and it also reflects the school's commitment to being an inclusive school where equality of opportunity is successfully promoted.
- The very few pupils who are known to be eligible for the pupil premium make good progress and their attainment is in line with their peers. They benefit from additional individual support.

### The quality of teaching is good

- All teachers possess a very good understanding of their pupils' abilities and learning needs. They use this knowledge along with the information the school regularly obtains from monitoring pupils' progress to set high expectations for pupils' achievement. They usually plan carefully to make sure that the work they set in lessons provides the right level of challenge for pupils of all abilities.
- Some of the support and challenge for more-able pupils, particularly in developing their writing skills, is particularly successful and has resulted in exceptionally high standards.
- Where teaching is exemplary teachers make clear to pupils what they are expected to learn in each lesson and give time for pupils to think about their learning and to assess for themselves how well they have done. A particularly successful strategy observed was the provision of specific grammar targets for each group of pupils that led to some very mature and sophisticated writing being produced by pupils in Years 5 and 6.
- Where teaching is less effective too many learning objectives are attempted by the teacher in a lesson. When individual pupils or groups have too many things to aim for pupils are not always clear about what they have to do, or have insufficient time to complete activities in depth or to a high standard. Also, sometimes pupils are not provided with the most suitable or appropriate resources in lessons that will enable more-able pupils in particular to complete activities at the

high standards they are capable of achieving.

- Children have a good start to school in the Early Years Foundation Stage and their work is precisely planned to match their individual needs. For example, in a phonics lesson the teacher skilfully provided activities that ensured the children remained highly motivated as they took part in a range of activities that drew on their abilities to hear, remember, write and say new words. As a result, all made good progress.
- Teachers' secure subject knowledge means they are able to question and challenge pupils to think carefully about what they are learning. They adapt their teaching in response to pupils' emerging understanding. Consequently, pupils' attitudes to learning are very positive and their enthusiasm in the classroom is clearly apparent and a strength of the school.
- Teachers are providing good opportunities for pupils to use and develop their numeracy and literacy skills in subjects across the curriculum. This was particularly evident in a mathematics lesson where pupils set their own challenging targets and successfully constructed pie charts or bar graphs to represent the data they had previously collected about pupils' sports day preferences. In another Key Stage 2 mathematics lesson, the challenge for pupils was to spot patterns in tables and explain their findings. This task promoted good levels of engagement between pupils. When asked to explain their thinking they could do so with confidence.
- Marking and verbal feedback to help pupils understand how well they are doing is well established throughout the school. This begins with the youngest children. For example, they are encouraged to use the photographs in their individual learning journals to explain to parents, carers and other adults what they have been learning about. Older pupils receive clear guidance on how to improve their work as they progress through the school. This strategy is successful in promoting the way pupils take responsibility for their progress as well as deepening their knowledge and understanding of what they are learning.
- Pupils who spoke with inspectors confidently explained how their teachers' marking was helping them to improve their work. All classrooms and communal outdoor areas are carefully managed to stimulate learning. The displays of current work in classes and along the corridors are attractive and celebrate pupils' achievements.
- The parents and carers who spoke to the inspector consider that their children are taught well and make good progress.

### **The behaviour and safety of pupils are good**

- Adults actively teach good behaviour and pupils are responsive to their guidance. Pupils behave very well in lessons and demonstrate positive attitudes to learning. They are polite and well mannered, and work very well together as well as independently. At times their conduct is outstanding. For example, older pupils in a literacy lesson were able to explain to the inspector how they use the views of others to help improve their own writing. Pupils are able to explain exactly why understanding other people's point of view is an important skill to develop.
- Attendance, recently fell in line with the national average. This is mainly due to some families taking holidays during term time. However, the school is working closely with families and the school's partners in order to address this issue.
- The school draws on the expertise of specialist teachers and outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Pupils' respect for one another is good. The school manages behaviour effectively and behaviour logbooks confirm that overall pupils' respect for one another is good. Any discrimination is tackled with vigour.
- Children in the Early Years Foundation Stage settle quickly and behave well. They benefit from learning and playing alongside Year 1 pupils.
- Pupils who spoke with the inspector say they believe their school to be a safe and secure environment. However, some pupils say they do not feel adults consistently respect their views and opinions, especially at lunchtimes.
- Although some pupils from time to time demonstrate challenging behaviour, learning is rarely interrupted. Pupils have a good knowledge of all forms of bullying.
- The curriculum supports the development of a range of personal skills and strategies for pupils

so they are able to manage everyday risks for themselves, such as those associated with the internet.

- Parents and carers who spoke informally with the inspector spoke positively about the support they and their children receive and they would recommend the school to others. Of the 27 parents and carers that completed the online questionnaire, Parent View, the majority were very supportive of the school. However, a few are concerned that sometimes their views are not heard.

### **The leadership and management are good**

- Even though Ubley Primary is a little school it aspires to have a big impact in providing an all-round education for pupils. The headteacher and her small team of committed professionals have successfully maintained their focus on pupils' high achievement. Together they provide a high-quality and caring learning environment for all pupils.
- Pupils' progress is frequently discussed by staff to identify those pupils who may be falling behind or not making the progress expected of them. The headteacher uses this information to take decisive actions that lead to improvements in pupils' achievements, both academically and in their personal development.
- The school's leaders identify and swiftly respond to any concerns regarding child welfare. Safeguarding arrangements comply with statutory requirements.
- In using the system for managing the performance of teachers the headteacher and governors draw on records of the progress pupils are making. Teachers' performance and salary progression are carefully monitored by the governing body. Despite necessary financial restraint the training and development needs of teachers are being met and teachers' strengths and interests are used to best effect. As a result, teaching throughout the school is good and sometimes outstanding.
- The range of subjects and topics taught is extensive and careful thought goes into how pupils' skills are developed. The curriculum includes an extremely wide range of activities and educational experiences. Examples of the breadth of opportunity have recently included: 'The Bloodhound Project', an enterprise project with a local business to break the land-speed record; 'Our little book of monsters', a project which provided the school with an outstanding opportunity to contribute through music, drama and writing at the opening of Bath Abbey Festival; and a recent opportunity for older pupils to demonstrate their ingenuity and creativity through making musical instruments out of unusual everyday objects as part of a science project on sound.
- The curriculum also provides many opportunities for the development of pupils' spiritual, moral, social and cultural awareness and understanding. Forest School is offered to all pupils and capitalises on the school's unique location and surrounding woodlands. Displays throughout the school purposefully reinforce the school's high expectations and commitment, as a church school, to promoting the Christian faith and values.
- The recent establishment of a parents' forum has provided parents and carers with regular opportunities to express their views and concerns in order to secure greater cooperation and understanding between staff, governors, parents, carers and the wider community. However, the comments of some parents and carers show that they feel their points of view are not always heard. Similarly, school staff say that although they work cohesively together as a team in the best interests of the pupils, communication channels sometimes fail to promote good understanding.
- Self-evaluation is honest and thorough and senior leaders are aware of what needs to be done in order to further raise the school's overall effectiveness. This demonstrates the school's capacity to improve.
- The local authority provides only light-touch support to this good school, reflecting its confidence in the overall way the school is led.
- **The governance of the school:**
  - The governing body is highly effective. It draws upon a wide range of skills and experience from its members to closely monitor the work of the school. For example, governors have an

expert understanding of pupils' progress data, which they use to hold the school effectively to account for the work it does. Governors have secured a firm and sustainable financial understanding and future for the school. For example, they have a clear understanding of how the pupil premium is allocated and its impact on improving levels of pupils' attainment. Governors are very knowledgeable about the school, including how good teaching is, not just from the detailed reports they receive from the headteacher, but through working closely with the local authority and an external consultant. They maintain a careful watch on the work of the headteacher and speak confidently about any remaining areas for improvement. The governing body ensures the school meets its statutory safeguarding requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	109209
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	421597

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Patti Simcock
<b>Headteacher</b>	Mrs Denise Williams
<b>Date of previous school inspection</b>	14 May 2009
<b>Telephone number</b>	01761 462654
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