

Umberleigh Community Primary School

Inspection report

Unique Reference Number	113171
Local Authority	Devon
Inspection number	378660
Inspection dates	12–13 September 2011
Reporting inspector	Laurie Lewin

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 of pupils on the school roll	31
Appropriate authority	The governing body
Chair	David Preston
Headteacher	Susan Bendle
Date of previous school inspection	2 February 2007
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Introduction

This inspection was carried out by one additional inspector, who observed eight lessons taught by three different teachers. The inspector met with pupils, staff, parents, carers and members of the governing body. The inspector observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies; he also scrutinised samples of pupils' work. The inspector analysed 23 questionnaires from parents and carers, seven questionnaires from staff and 21 questionnaires from pupils.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- How well are pupils taught to write?
- How effectively do teachers analyse performance data about pupils' progress to help inform their work?
- How well do subject coordinators carry out their roles?
- How effective is the school's provision for promoting pupils' multicultural awareness?

Information about the school

This is a small school. It serves the local area, but with some pupils coming from further afield. The overall proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils known to be eligible for free school meals. Most of the pupils are White British, with a few coming from a mixture of other ethnic backgrounds. The school has two classes. Children starting school in the Early Years Foundation Stage work within a class alongside pupils in Years 1 and 2. The school is accredited with the Healthy School Plus Award and the Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Parents and carers are very happy with the provision. Typical of the comments received were, 'Staff are always helpful and go the extra mile for the children... the children are happy and enjoy the fun and exciting activities provided.'

Children get off to an excellent start in the Early Years Foundation Stage. They are taught very well and make very good progress. As a result of good teaching across the school, pupils achieve well and attain above average levels by the end of Year 6. Their attainment in writing, while above average, is not as good as in reading and mathematics.

Staff have good relationships with all pupils and use these well to support and encourage them to become confident and enthusiastic learners. Teachers provide interesting lessons based on a well-planned curriculum. In particular, the outdoor work carried out in the forest area adjacent to the school is an excellent feature of the school's provision, which enables the pupils to gain a good range of practical skills. Teachers enliven pupils' work well through the provision of a good range of visits such as the recent trips to a number of Devon castles. The good links established with other local schools through, for example, video conferencing also serve to boost learning opportunities for the pupils.

As part of the drive to sustain the Healthy School Plus and Activemark accreditations, pupils are involved in a good range of sports and health promoting activities. As a result, they have an excellent understanding about how to stay very healthy and fit. Through the good work of the school council, their charity fundraising and involvement in local village events, pupils learn to make a good level of contribution to the immediate and wider community. Most aspects of pupils' spiritual, moral, social and cultural development are strong. However, while some work is carried out to give pupils an awareness of people from cultural backgrounds which may differ from their own, this area is not yet fully developed.

Good provision for care, guidance and support ensures that all pupils feel safe, enjoy their time at school and maintain an extremely high level of attendance. Pupils are fully confident in seeking help should they need it. Those spoken to were full of accolades for the work of the staff. Typical of the comments made were: 'Staff are always helpful and kind... they always try and make the work interesting and fun.' Pupils behave well and show a good level of moral and social awareness. The strong

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support provided for pupils with social and emotional difficulties ensures the individuals concerned progress well.

The headteacher does an outstanding job of leading the school. Over the three years she has been in post, she has worked hard with the staff and governors to improve the school buildings and environment, revitalise the curriculum and involve staff in a wide range of training to ensure their skills are constantly improved. As a result, teaching and pupils' achievement have improved since the school's last inspection. Good communication ensures that parents and carers are fully involved in supporting their children's learning. The strong links with partner organisations and schools within the local learning community are used well to boost pupils' learning and to enable teachers to compare and refine their practice through liaison with colleagues. The governing body monitors the work of the school closely and has a clear overview of the effectiveness of all aspects of provision. It does a good job of supporting the headteacher and staff as well as holding them to account. The school's accurate self-evaluation, good progress made since the last inspection, strong teamwork established amongst staff and clear plans to guide future improvement mean there is a good capacity to sustain the current good pace of improvement.

What does the school need to do to improve further?

- Improve attainment in writing by July 2012 through ensuring that pupils are given a wide range of regular opportunities to produce extended pieces of writing for different purposes and audiences.
- By December 2012, through establishing good quality links with communities further afield, ensure that all pupils gain a broad-ranging understanding and awareness about how people from different cultural backgrounds live their lives.

Outcomes for individuals and groups of pupils

2

All groups of pupils, including those who are more able, those with special educational needs and/or disabilities and those of minority ethnic heritage, make good progress. Pupils are well prepared for progressing in the future. Pupils show a good ability to use and apply their mathematical skills in problem-solving activities. For example, in a Key Stage 2 lesson seen, pupils confidently devised different calculation methods to solve problems. In this session, more able pupils were very well challenged and worked hard to complete the work at a more advanced level. In all work, pupils across the school develop much confidence in articulating their ideas fully and clearly. Pupils develop good reading skills. They build good confidence and become enthusiastic readers as a result of the firm grasp of letter sounds that they acquire as they progress through the school. While pupils complete much good quality written work, attainment in this area is not as good as in reading and mathematics. This is because pupils do not always have sufficient experience in writing at length for different purposes and audiences. Pupils have been involved in exciting work to produce good quality writing that incorporates the production of a

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short video clip. However, not enough of this kind of work is provided to enthuse the older pupils within their writing work.

Pupils are very friendly and support each other well. Those newly arrived at the school say, 'It was easy to settle in because everyone is so friendly.' Pupils carry out lots of jobs, such as being playground buddies, in a sensible and responsible way. The school council is a very active body, having a strong say in aiding improvements, for example, the recently painted brightly coloured walls in the toilets. Pupils have a good understanding about how to stay safe and their awareness is suitably heightened through aiding the headteacher and staff in health and safety checks around the building. Through interesting work such as the Around The World In Eighty Days project and outdoor Forest School work, pupils gain a sensitive awareness about issues in the world around them.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers use a good range of strategies to accelerate pupils' learning. For example, in a Key Stage 1 English lesson, the teacher gave very clear instructions, promoted good discussion work with the pupils and used a range of good visual prompts on the interactive whiteboard to motivate pupils and to get them thinking in depth about the topic being dealt with. As result, pupils were enthusiastic, listened intently and worked at a good pace. Teachers and teaching assistants work well together and maximise the small school/small class situation. They know the pupils well and cater precisely for their individual needs. Not only do teachers pay close heed to analysing

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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assessment information to inform the next steps in learning for pupils, but also support pupils well through individual and group work sessions. Teachers are skilful at arranging the working groups within their classes to maximise the interaction and support available. For example, in one spelling lesson for Key Stage 2 pupils, the teacher and teaching assistant focused on supporting particular groups, while more-able pupils had the opportunity to work independently with tasks that were suitably challenging for them. Teachers set clear targets, which pupils work hard to achieve. Very occasionally, individual targets for pupils are not reviewed frequently enough to check pupils are progressing as rapidly as possible.

The curriculum is substantially enriched through a wide range of trips, visitors and extra-curricular activities. Carefully devised topic planning ensures that good links are established between subjects to boost learning. For example, one lesson observed showed pupils making the most of the outdoor environment and forest school approach to support and extend pupils’ learning in science. Although some good provision is made to promote pupils’ writing, for example, through the recent focus on ‘talk for writing’, not enough regular opportunities are provided for pupils to write at length and in a range of different styles.

Staff have a good understanding of pupils’ pastoral needs and cater for these sensitively. They are vigilant in ensuring pupils’ safety. Wherever needed, full use is made of external expertise to support pupils’ needs. Good quality advice and guidance is given to all pupils and, where needed, their parents and carers to support the progress of all individuals.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is especially good at enabling all staff to work together as a strong team. They all have a clear focus on setting high expectations to secure the best possible achievement for all pupils. All staff participate fully in evaluating the school’s performance and in creating clear plans for further improvement. Subject coordinators carry out their roles well, providing clear action plans to show how provision in the subject areas for which they are responsible will improve. Significant amongst the improvements made since the last inspection have been the development of an outdoor learning area as part of the Early Years Foundation Stage provision and the remodelling and improvements to all areas used for teaching throughout the school. Robust procedures have been implemented to aid staff in

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checking pupils’ progress. This and good quality systems to enable monitoring and evaluation across the school mean that staff all have a clear view about how well pupils are progressing and are alert to spotting any individual who may be slipping behind and implementing support where necessary. This approach ensures that all pupils are fully supported, have all the chances they need to become successful and that no discrimination occurs.

Staff and the governing body work closely together. They work hard to maintain good relationships with parents and carers. For example, regular newsletters and a very good range of opportunities to maintain informal dialogue mean that all parents and carers feel welcome in the school at any time and are confident to approach staff to talk about any aspects of their children’s development.

The governing body is well organised. It is fully involved in all self-evaluation and strategic planning. It surveys and, where appropriate, acts on the views of parents and carers. The governing body ensures that the good provision for safeguarding is underpinned by clear risk assessments, appropriate site security and suitable training for staff and its own members. The school has sound plans to promote community cohesion and is beginning to evaluate the impact of its work in this area successfully. While links with local partner organisations are good, links with organisations further afield, which will help to raise pupils’ multicultural awareness, are at the early stages of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Extremely well-organised classroom provision and liaison with parents and carers ensures that children make a strong start when they begin school in the Early Years

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Foundation Stage. The provision for Reception children within the Key Stage 1 classroom is set up to provide attractive and lively activity areas. The excellent curriculum provision ensures that children are provided with a rich range of interesting resources and activities laid out to engage their interest and inspire an enthusiastic approach to learning.

The classroom has very good access to a carefully designed and well-laid-out outdoor area where children work and play happily and safely. The teacher provides excellent care, guidance and support and is rigorous in checking all aspects of safeguarding. Teaching is very skilfully geared to ensure children have a very wide range of opportunities to carry out role-play and structured play activities. Children have a very wide range of excellent opportunities to explore and investigate individually, work closely with other children or with adult guidance. For example, one child was observed working very well in the classroom’s ‘travel office’ helping book holidays for ‘clients’ on the telephone. Shortly afterwards, the same child benefitted strongly from one-to-one teaching, which helped him work through a game involving identifying letters. The structure of the classroom works very well to give Reception children the chance to interact with older pupils in Key Stage 1, and through this means they gain a very broad range of skills and make rapid progress. Children are very happy and confident learners who fully enjoy all activities.

The outstanding teaching enables children to make rapid progress in all areas of learning. They do very well in their reading, gaining a good command of letter sounds, basic spelling and also developing good handwriting skills. They acquire good skills in mathematics and a very confident approach to articulating their ideas and understanding. The teacher has high expectations for children’s behaviour. As a result, behaviour is excellent and children usually show full concentration with all tasks. The teacher carefully monitors and records all aspects of the children’s progress and uses assessment information very well to inform planning so that tasks match children’s needs precisely. The Early Years Foundation Stage is extremely well led and managed. The initiative to take children to visit other local school Reception classes provides excellent chances to boost children’s learning in social awareness through opportunities to interact more widely with other children in an Early Years Foundation Stage setting. Self-evaluation is accurate and clear action plans are established to keep provision improving at a very good pace.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

There was a high return rate of questionnaires. Almost all parents and carers who completed questionnaires indicated that they are happy overall with their children's experience at school. The level of negative responses was very low.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Umberleigh Community 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 31 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	78	5	22	0	0	0	0
The school keeps my child safe	19	83	4	17	0	0	0	0
The school informs me about my child's progress	16	70	7	30	0	0	0	0
My child is making enough progress at this school	18	78	5	22	0	0	0	0
The teaching is good at this school	21	91	2	9	0	0	0	0
The school helps me to support my child's learning	18	78	5	22	0	0	0	0
The school helps my child to have a healthy lifestyle	20	87	3	13	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)	13	57	10	43	0	0	0	0
The school meets my child's particular needs	19	83	2	9	0	0	0	0
The school deals effectively with unacceptable behaviour	13	57	9	39	1	4	0	0
The school takes account of my suggestions and concerns	16	70	5	22	0	0	0	0
The school is led and managed effectively	14	61	8	35	0	0	0	0
Overall, I am happy with my child's experience at this school	19	83	4	17	0	0	0	0

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 September 2011

Dear Pupils

Inspection of Umberleigh Community Primary School, Umberleigh EX37 9AD

Thank you for making me feel so welcome at your school. I have judged that yours is a good school. Through talking to you I know that there are many things that you like about your school.

Here are some of the good things that I found.

- You make an excellent start to school in the Early Years Foundation Stage.
- I can see that you enjoy school a lot and the well-planned curriculum makes sure you get lots of interesting activities – like the forest school work.
- You know a lot about how to stay very fit and healthy.
- Good teaching helps you to do well and your teachers work hard to make your lessons interesting and fun.
- Your behaviour is good and you have positive attitudes towards learning.
- You all have a good understanding about how to stay safe. The adults in the school do a good job of taking care of you.
- The headteacher, staff and governing body have worked well to improve your school and they work hard to make sure it keeps improving.

This is what we have asked the school to do now:

- improve your writing by giving you lots of chances to produce long pieces of writing where you write for different purposes and different audiences
- develop links further afield to help you gain a fuller understanding about how people from different cultural backgrounds live their lives.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin
Lead inspector

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