

# Malborough with South Huish Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	113399
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325811
<b>Inspection dates</b>	13–14 January 2009
<b>Reporting inspector</b>	Mark Lindfield HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	72
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Rossiter
<b>Headteacher</b>	Sandra Higdon
<b>Date of previous school inspection</b>	19 June 2006
<b>School address</b>	Higher Town Malborough Kingsbridge TQ7 2RN
<b>Telephone number</b>	01548 561444
<b>Fax number</b>	01548 562237

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	13–14 January 2009
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Malborough is much smaller than the average primary school. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is slightly below average whilst the proportion with a statement of special education needs is above average. A small number of pupils have moderate or severe learning difficulties or speech and language and communication problems. Children enter the Early Years Foundation Stage (EYFS) into the Reception Year. The school is part of a management partnership and has a seconded headteacher for two and a half days each week.

The Malborough with South Huish Pre-school is based on the school site and provides Early Years Foundation Stage provision for 16 children aged 0 to 4. It is managed by a separate body and is independent of the school.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 3**

The school, which is at the heart of the local community, provides a satisfactory standard of education and has some good features. It places a strong emphasis on pupils' personal development, which is good, and provides good pastoral support. Pupils clearly enjoy coming to school and arrive cheerfully in the morning.

Improvements to the breadth and balance of the curriculum are apparent and this good provision helps pupils to make good academic progress across the school. The standards that pupils achieve at the end of Year 6 are good and the proportion of pupils achieving the highest Level 5 is above average. Pupils speak enthusiastically about a wide range of subjects and particularly enjoy the increased opportunities to use information and communication technology (ICT). The school has placed a strong emphasis on developing staff expertise through training and development. This has had a positive impact on the progress of pupils with learning difficulties and/or disabilities who are well supported by capable teaching assistants.

The school's principal area for development is in the quality of teaching and learning which is satisfactory overall. Teachers have good relationships with pupils and encourage them to work together well. However, insufficient use is currently made of the information that is gathered in lessons about pupils' learning. In the better teaching, assessments are used to modify planning and match work carefully to pupils' varying abilities. This ensures that pupils in these lessons build on their previous learning and make good progress.

The leadership and management of the school are satisfactory. The headteacher gives good leadership and has helped to refine the use of data to raise expectations; this has led to raising standards and to achieving of challenging academic targets. She has identified correctly the school's strengths and areas for development. The capacity of the school to improve is satisfactory because leaders at all levels are not sufficiently involved in self-evaluation and monitoring, which limits the impact of the school's actions. For example, not all the issues arising from the previous inspection have been fully resolved, and inconsistencies remain in the quality of marking to offer helpful guidance to pupils, despite this aspect being a focus of school improvement. These weaknesses ensure that the school's overall levels of care, guidance and support are satisfactory.

Governors are clearer about their roles and responsibilities and are better placed to play a more active role in monitoring and evaluating the work of the school. They have actively supported a feasibility study aimed at improving the school buildings, which are restricting curriculum opportunities for the youngest children.

## Effectiveness of the Early Years Foundation Stage

**Grade: 3**

Children in the EYFS make satisfactory progress from their starting points and have suitable opportunities to develop in most areas of learning. By the end of the Foundation Stage children's attainment is broadly average. However, aspects of their creative and physical development are limited by restrictions in the available space and access to an outdoor area. Leadership is satisfactory and their self-evaluations

have identified the main areas for improvement, they are fully aware of these temporary constraints and make the best use of a section of the garden and playground.

Good relationships between adults and children are a strength of the EYFS. A high level of commitment from staff ensures that children are cared for and supported well. Transition arrangements with the pre-school help children to settle in quickly and confidently. Assessments of children's progress are thorough and ensure the early identification of those children who require additional help. Staff are well deployed to support these children and have a discernible impact on their good personal development and levels of confidence. There are good links with parents. Parents are supportive and appreciate opportunities to work in partnership by attending an open morning to learn more about the teaching of early reading.

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

- Use information on pupils' daily progress to set work that matches their ability.
- Provide information that is more detailed to pupils, both orally and in writing, so they clearly understand how to improve their work.
- Ensure that subject leaders and managers at all levels participate fully in monitoring and evaluating the school's performance.

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 their next section 5 inspection.

### **Achievement and standards**

**Grade: 2**

As they reach Year 1, pupils' standards are close to those expected. In recent years, assessments at the end of Year 2 show that pupils are reaching average standards in English, mathematics and science. These assessments confirm that pupils' progress from their individual starting points is satisfactory across Years 1 and 2. The school's tracking data show that the rate of progress increases in Years 3 to 6, and the majority of pupils make good progress. These data are used to identify quickly those pupils whose progress has stalled and to provide them with additional support. As a result, pupils with learning difficulties and/or disabilities receive timely and appropriate support. Well-focused sessions from teaching assistants help these pupils to make good progress.

The 2008 assessments show that standards are above average in English, mathematics and science at the end of Year 6. The proportion of pupils reaching the higher Level 5 in these subjects at the end of Year 6, has increased and is above average. Overall, pupils make good progress from their starting points and are now reaching challenging targets.

## Personal development and well-being

**Grade: 2**

Pupils' personal development is good and the staff form strong relationships with pupils, encouraging their self-confidence. They generally show positive attitudes in lessons, work co-operatively in small groups, and listen and take turns in discussions. Pupils' social and moral development is good; around school, they are polite and respectful to adults and behave well. They make a good contribution to the life of the school offering help and advice to younger pupils and carrying out a range of small jobs. Pupils report that they enjoy school. They like the adaptations made to the curriculum and identify a wide range of favourite subjects. Their good progress in English and mathematics and their increasing familiarity with ICT ensure that they are well prepared for their future school and later life. Pupils show a satisfactory spiritual understanding and make valuable contributions in assemblies. Their understanding of other cultures and religions is satisfactory.

A small number of pupils expressed concerns about incidents of teasing and bullying, although this was not evident from the cheerful way they arrive at school and in their friendly relations to each other at playtimes. Pupils show a good understanding of the importance of physical fitness in maintaining a healthy lifestyle and take regular exercise. They eat plenty of fruit and healthy snacks and enjoy the locally sourced school meals. The school is an integral part of the life of the village and pupils participate in a range of festivals and parish events. The attendance of pupils is satisfactory, as a number of parents choose to take their children out of school during term-time. The school has involved the education welfare officer, and with the support of governors has made clear to parents the effect these absences have on pupils' progress.

## Quality of provision

### Teaching and learning

**Grade: 3**

Teaching and learning are satisfactory with some good features. Teachers encourage the use of speaking and listening skills by giving pupils opportunities to contribute and explain their ideas. They provide praise and encouragement during lessons but this is not replicated in their marking where their oral and written comments do not consistently help pupils to improve. In the examples of better teaching, pupils were able to apply their knowledge through regular practical investigations. Teaching assistants provide good support and help pupils to concentrate. They often adapt activities to help pupils with additional needs make suitable progress. A particular feature of effective teaching is the close match of work set to the individual abilities of all pupils. In these lessons, assessments are used well to plan and adapt work that builds on previous learning, but this is not a consistent feature across the school.

### Curriculum and other activities

**Grade: 2**

There is good provision for English and mathematics. New ICT equipment situated around the school allows pupils easy access to research information at all times and builds on their learning. The curriculum provides opportunities for all learners to

make good levels of progress and gains their interest by combining a number of subjects around a central theme or topic. Links with other schools and settings are good, and older pupils benefit from visiting the science laboratory in a local secondary school. A range of visits and visitors enriches the teaching of art and history. The school provides a good range of after-school activities, and a number of thoughtful pupils learn sign language and others enjoy sports clubs. The recent addition of a swimming pool in the school grounds further enhances the curriculum.

### **Care, guidance and support**

**Grade: 3**

There is a strong level of commitment from staff to promote pupils' enjoyment and confidence using praise and encouragement. Staff provide a supportive environment within the classroom although a few pupils are not fully confident that their concerns over bullying and teasing are always acted upon. Staff have attended appropriate training in first aid and minor accidents are recorded and reported to parents where appropriate. Procedures for the reporting of more serious incidents requiring hospital admission are in place but lack rigour. Child protection procedures and safeguarding systems for all permanent staff and governors are appropriate and meet current requirements.

The academic support pupils receive is satisfactory. The introduction of home-school communication books has increased parents' awareness of literacy and numeracy targets and the process of setting targets. Parents are encouraged to make comments and to share targets with pupils. As at the time of the previous inspection, marking across the school is inconsistent. Despite revisions, the school's marking policy is applied inconsistently and pupils are not given sufficient guidance on the necessary steps to take to improve their work.

### **Leadership and management**

**Grade: 3**

The headteacher has set a clear direction for the school. She has refined the use of data to raise expectations of the progress pupils make. This has resulted in pupils making faster progress, especially those who are more able. The majority of pupils now reach challenging targets. Staff are effectively deployed to meet the needs of pupils with learning difficulties and/or disabilities. The headteacher has identified areas of strengths and weaknesses in teaching and learning. Actions to improve these aspects have not yet led to improvements because subject leaders are not fully involved in evaluating the school's performance and in monitoring its progress. The school makes a good contribution to the local community. Links with the wider global community are satisfactory, with comparatively fewer opportunities for pupils to be involved with others from different backgrounds.

Governors have recently agreed specific roles in monitoring subjects and curriculum areas within the school. They have provided continuity through their support for the school over the last few years. They have taken steps to improve the buildings through the completion of a detailed feasibility study and the purchase of the adjoining school house. They are becoming more familiar with the school's data and are better placed to use this to hold the school to account and to monitor more closely the progress pupils are making.

**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).**

## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The capacity to make any necessary improvements	<b>3</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>3</b>
How well do children in the EYFS achieve?	<b>3</b>
How good is the overall personal development and well-being of the children in the EYFS?	<b>2</b>
How effectively are children in the EYFS helped to learn and develop?	<b>3</b>
How effectively is the welfare of children in the EYFS promoted?	<b>2</b>
How effectively is provision in the EYFS led and managed?	<b>3</b>

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>3</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>3</b>
How well learners enjoy their education	<b>2</b>
The attendance of learners	<b>3</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>
How effectively leaders and managers use challenging targets to raise standards	<b>2</b>
The effectiveness of the school's self-evaluation	<b>3</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>2</b>
How well does the school contribute to community cohesion?	<b>3</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

## Annex B



15 January 2009

Dear Pupils

**Inspection of Malborough with South Huish Church of England Primary School, Kingsbridge, TQ7 3RN**

Thank you for your kind and friendly welcome during the inspection. I found that you work hard in lessons and make good progress. By the time you reach Year 6, your achievement is good and more and more of you are reaching the higher Level 5. You enjoy the school's curriculum and the chance to study a wide range of subjects through topics like the Egyptians and Victorians. You particularly appreciate the opportunity to use computers in your research work and in lessons. A few of you enjoyed the chance to use the new swimming pool before the weather got too cold. It will soon be summer!

I noticed that all staff give you praise and encouragement in lessons and this helps you to feel confident and offer your ideas. You work well in groups, taking turns in discussions or helping each other in investigations. You come to school cheerfully and enjoy sharing the playground games and equipment. A few of you have concerns about teasing and bullying and feel that you are not always listened to. I know that the school has introduced a box that you can put letters or notes in, which you can use if you have any worries. You help out around the school in a number of ways. You are very much part of the village life with your Maypole dancing, entering the garden competition and writing in the parish newsletter. You certainly did well to be awarded a grant from the parish council.

I think that your school could be even better if you were set work that follows on closely from where you got to in the previous lesson. This happens in some lessons and when it does, you make good progress. I have also asked that you are told clearly, through the comments teachers make in their marking, how to make your work better. I know that your headteacher has spent time looking at your work and coming into lessons to watch. I have asked other staff and governors to do the same thing so that everyone will have a clear idea of how well the school is doing and how to make things even better. You can help make the school even better by making sure you attend school every day and by keeping up the good work.

Thank you again for all you friendly greetings and your help.

Yours faithfully

Mark Lindfield

Her Majesty's Inspector