

Uppingham CofE Primary School

Belgrave Road, Uppingham, Oakham, LE15 9RT

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough pupils make good progress in reading, writing and mathematics.
- Teaching requires improvement. Despite some strengths, the quality of teaching varies too much to promote good achievement overall.
- Disabled pupils and those who have special educational needs do well thanks to good support, but the work set for other groups in lessons is occasionally too easy for some pupils or too complicated for others.
- The pace of lessons is not always fast enough. Staff sometimes talk for too long, or very occasionally do too much for pupils, so they do not have enough time to practise key skills or learn to work quickly on their own.
- Teachers' marking in books does not always give pupils helpful guidance on how to improve their work. When guidance is provided, pupils are not always given time to respond.
- Not all senior leaders are making a full contribution to improving the school. Some have not yet developed the skills they need to check teaching and pupils' progress in the areas they are responsible for.
- The progress made by different groups of pupils is not checked carefully enough to be sure they can quickly identify any patterns of underachievement across the school.

The school has the following strengths

- Good teaching in the Reception class gives children a good start, and teaching and learning in Year 6 are particularly strong.
- Pupils feel safe and behave well in lessons and around school.
- The headteacher and other senior leaders have a good understanding of how to improve the school. Their recent changes are beginning to improve progress and standards in most classes.
- The governing body supports the school very well, but also holds the headteacher and senior leaders accountable for making improvements.
- The pupils' spiritual, moral, social and cultural education is particularly good and underpins all the school does. Regardless of how old pupils are when they arrive, they quickly settle in and feel part of the school community.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons, six of which were seen together with the headteacher.
- Meetings were held with the headteacher, staff, two groups of pupils, the Chair of the Governing Body and three other governors, and a representative of the local authority. Informal discussions were held with parents and carers.
- The inspectors took account of 19 responses to the online questionnaire (Parent View), the school's own parental questionnaires, 13 completed staff questionnaires and individual communications from parents.
- The inspectors observed the school's work and looked at: information from the school's checks on its performance; its analysis and tracking of pupils' progress; school improvement plans; leaders' records of classroom observations; safeguarding arrangements; and records of governing body meetings.
- They also looked at pupils' work, listened to pupils read and checked information on pupils' attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

John Greevy

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services, is below average.
- The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion who speak English as an additional language.
- The proportions of disabled pupils and those who have special educational needs supported at school action, and at school action plus or through a statement of special educational needs, are above average.
- The proportion of pupils who leave or join the school during Key Stages 1 and 2 is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that more is good and outstanding by ensuring that:
 - work is always matched closely to pupils' abilities
 - lessons always move at a brisk pace, so that all pupils are fully involved in learning and have plenty of opportunities to practise and develop their skills
 - additional adults who provide support in the classroom also help pupils to develop their independent learning skills
 - teachers' marking in books consistently gives pupils clear guidance on how to improve their work, and they are routinely given the opportunity to respond.
- Strengthen leadership and management by:
 - equipping all senior leaders with the skills they need to analyse pupils' progress and identify areas for improvement in their areas of responsibility
 - using data effectively to check on the progress of different groups of pupils, so that any potential patterns of underachievement can be quickly identified and addressed.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because most groups of pupils are not making enough progress through the school to reach the standards they are capable of.
- Children typically join the school with skills below the levels expected for their age. They make good progress in the Reception class and start Key Stage 1 with skills much closer to those expected for their age.
- Last year, pupils left Key Stage 1 with standards that were below average in writing and mathematics. Stronger teaching for these pupils, who are now in Year 3, means that they are making better progress and beginning to catch up with national expectations.
- Standards at the end of Key Stage 2 have fluctuated from year to year since the last inspection. They improved slightly from 2011 to 2012, but were still broadly average. This year, progress still varies between year groups and good progress in some classes, particularly in Year 6, masks slower progress in others. In a few classes there is a difference between the achievement of boys and girls, but the school has not established any particular pattern or reason for this.
- The results of the national screening check on how well pupils know the sounds that letters make (phonics) in Year 1 last year were above average, but this was largely because girls achieved much higher scores than boys. The same pupils are making good progress this year in reading and use their phonic skills well to read unfamiliar words. For example, during the inspection Year 2 pupils confidently read and discussed information texts, making judgements about how well they were presented. Pupils are also making good progress in Years 3 and 6 in reading, but it varies in other year groups.
- Pupils for whom the school receives the pupil premium make good progress in some classes, but slightly slower progress which requires improvement where teaching is weaker. The funding is used to enable them to be taught and supported in small groups or individually, as necessary, to make sure they do not fall behind other pupils. Their attainment in English and mathematics is broadly similar to that of other pupils in their class.
- Progress is similarly variable between good and requiring improvement for most other groups, including those who join the school partway through their primary school education. However, disabled pupils and those who have special educational needs are particularly well supported. Their specific needs are quickly identified and help and guidance are provided both within the classroom and in small group or individual work outside the main lesson. They make good progress and this is regularly checked to make sure it continues.

The quality of teaching

requires improvement

- Teaching requires improvement because in too many lessons, work is not matched closely enough to pupils' needs and abilities to promote good progress.
- Sometimes all pupils have to just sit and listen to the start of the lesson, so they do not really begin learning until later in the lesson, and the later work is too easy or complicated for some or them.
- Occasionally teachers spend too long explaining tasks or organising the class. This means that

pupils lose concentration and have less time to practise or develop their skills. Where teaching is stronger, pupils are practically involved and excited by the lessons. For example, in Years 5 and 6 the teacher used the narrow corridor to simulate an aeroplane in trouble. Pupils used excellent vocabulary to describe how their book character might feel in a similar situation.

- Teachers mark pupils' books regularly. However, while the marking is often encouraging, it is not helpful in identifying what they need to do to improve. When guidance is provided by teachers, pupils are not always given the opportunity to respond.
- Teaching in the Reception class is good. Carefully planned activities, both indoors and outside really make children want to learn. For example, pupils were excited by the idea that a giant had visited the outdoor area because they had found footprints. They were keen to devise a trap for his next visit and wrote warning signs to their friends not to fall into the trap themselves.
- The school quickly identifies the specific requirements of disabled pupils and those who have special educational needs. Well-briefed adults support them in the classroom and in small group activities. Very occasionally in some classes, additional adults can be a little too supportive and do not always give pupils space to develop independence and resilience.

The behaviour and safety of pupils are good

- Pupils behave well and understand how to stay safe in a range of situations. They say they feel safe at school and talk knowledgeably about internet and firework safety, road safety and visits from members of the police and fire services.
- They are very clear about what bullying is. They know about different types of bullying and understand what to do if it happens to them, while being realistic about pressures bullies might impose not to tell anyone. Pupils say that although there are occasional incidents of bullying in the school, they are always dealt with effectively.
- Pupils are polite and hold doors open for adults and each other. They show a good awareness of others, moving around the school in an orderly way. Older pupils automatically assume responsibility for younger ones. They model appropriate behaviour and gently remind them of the school's high expectations.
- Pupils who join from other schools say that they enjoy being at this school. One said he felt that the staff really care about everyone as individuals. Parents who communicated with the inspectors were also very pleased with the way their children settled into the school and the support they have received since.
- In lessons, pupils work well in groups and respond to the teachers' consistently high expectations of good behaviour. Those who find behaving well difficult are sensitively guided by adults and respond positively to the good role models that staff provide. Even when pupils lose concentration if the pace of the lesson slows, they do not disrupt the learning of their classmates.

The leadership and management requires improvement

- The headteacher is clear about how the school needs to improve. Until recently he has been the key person responsible for checking how well the school is doing because not all senior leaders have had the opportunity to develop their leadership skills. The other senior leaders are now beginning to develop the skills needed to take a more active role in checking the school's

performance, but this has not yet been developed across the full leadership team.

- The progress of individual pupils is carefully tracked. However, the progress that different groups of pupils make, such as whether boys and girls do equally well in different classes, is not checked carefully enough. This means that any patterns of underachievement cannot be identified quickly enough to make sure specific groups do not fall behind.
- Teachers' performance is judged appropriately against how much progress their pupils make and how well they fulfil their different roles in the school. The individual targets set for teachers are used to measure whether promotion up the pay scale is justified by the results achieved.
- Pupils talk enthusiastically about their lessons. Visits to local farms, churches, theatres and museums give them first-hand experiences that support their learning and understanding. Literacy, numeracy and communication skills are beginning to be developed in different subjects, but this is stronger in some classes than others.
- The school promotes equality of opportunity and tackles discrimination through ensuring that all pupils are listened to, and all are fully involved in activities regardless of ability or need. Despite some occasional class differences, no group of pupils currently underachieve during their time in the school.
- Pupils' spiritual, moral, social and cultural education is particularly good. The school has strong links with the local church and pupils' spiritual development is supported through prayer clubs as well as thoughtful assemblies and class discussions. Pupils have opportunities to visit a local home for the elderly and sing in the market square at Christmas, as well as taking part in local music festivals.
- The local authority has provided appropriate support for the school. It has helped members of the senior leadership team in developing their skills in analysing pupils' progress data and reviewing the work in their books.
- **The governance of the school:**
 - The governors have a good understanding of the school's strengths and how it needs to improve. Experienced governors demonstrate a wide range of skills and challenge the senior leaders, holding them accountable for school improvement. They are very supportive but also have high aspirations for further improvement. They understand how well the pupil premium money supports pupils in providing academic support through small group or one-to-one working, and also by giving financial assistance for school trips when needed. Governors check on the quality of teaching through reports from the headteacher and also the progress data for different classes. Individual governors visit the school regularly and write thorough reports of their visits to ensure that all governors are fully informed. They make sure that national requirements for safeguarding and child protection are fully met.

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

Unique reference number	120184
Local authority	Rutland
Inspection number	413155

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Sue Booth
Headteacher	Iain Peden
Date of previous school inspection	6 October 2009
Telephone number	01572 823245
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