

# Uppingham CofE Primary School

Belgrave Road, Uppingham, Oakham, LE15 9RT

**Inspection dates** 21–22 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has made major changes over the past year and is rapidly improving. This is because of the good leadership of the senior leaders, their effective focus on raising pupils' attainment and the positive culture they have created.
- School leaders have good relationships with parents, who recognise that the school looks after their children and keeps them safe and happy.
- Behaviour is good. The school promotes pupils' spiritual, moral, social and cultural development effectively and prepares them well for the next stage in their education.
- Attainment is rising at the end of Key Stage 2. Work in books indicates that, throughout the school, current pupils are now making better than expected progress in reading and mathematics.
- Subject and senior leaders play a full part in promoting the school's values and in spreading good practice. All adults at the school are proud of their involvement in its improvement and success.
- Teaching is good. Leaders, including governors, have improved the quality of teaching through the robust use of appraisal systems and training, particularly over the past year. This has had a positive impact on pupils' achievement.
- Since the last inspection, the governing body has improved the ways it holds the school to account. Governors are knowledgeable about the school's work and very supportive of the direction it is taking.
- Teachers ensure that children in the early years make a good start to their school lives. The well-planned activities they provide, which focus on improving children's communication skills and helping them become more imaginative, prepare them well for Year 1.

### It is not yet an outstanding school because

- Teachers do not always provide sufficient opportunities for pupils to learn new words and expand their vocabulary so that they can use these to improve the content of their writing.
- Pupils' spelling is not accurate enough.
- Teachers do not check regularly enough that all pupils are fully engaged in their work, take as full a part in class discussions as they should or respond positively to teachers' suggestions and explanations.

## Information about this inspection

- Inspectors observed 14 lessons, three of which were seen jointly with the headteacher.
- Inspectors looked at pupils’ books during lessons and scrutinised their work in their exercise books.
- Meetings were held with staff, a group of pupils, three members of the governing body and a representative of the local authority.
- Inspectors heard pupils read and talked to them informally at break and lunchtime.
- Inspectors took account of the 50 responses to the online questionnaire, Parent View. They had conversations with parents as they dropped their children off at the start of the school day. Inspectors also considered the 16 responses to the staff questionnaire.
- Inspectors examined school documentation including: data on pupils’ current progress and records of governing body meetings; the system used to check teachers’ performance; behaviour; attendance and safeguarding. Documentation relating to the care of disabled pupils and those who have special educational needs was also reviewed.

## Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Matthew Batchelor

Additional Inspector

## Full report

### Information about this school

- Uppingham Church of England Primary School is smaller than the average-sized primary school. There is one class in each age group from Reception to Year 5. Children in Reception attend full time. There is one mixed-aged class in Years 5 and 6, in which pupils are grouped by age.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below the national average. Two pupils have an education, health and care (EHC) plan.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and those looked after by the local authority) is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is working closely with the Affinity Teaching School Alliance, together with representatives from the diocese, to improve the quality of teaching and raise pupils' achievement.
- Two new teachers, one of whom was a newly-qualified teacher, have been appointed last year. The early years leader was appointed the deputy headteacher in March 2014.

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

- Improve the quality of pupils' writing by:
  - helping pupils to expand their vocabulary and encouraging them to use it more effectively in their writing
  - raising standards in spelling so that their writing is more accurate and easy to read.
- Ensure that teachers check more regularly that all pupils are fully engaged in their work at all times, take a full part in class discussions and always respond positively to the teacher's suggestions and explanations.

## Inspection judgements

### The leadership and management are good

- The leadership and management are good because leaders are improving the quality of teaching, raising attainment and encouraging good behaviour. They have created a very positive atmosphere in which all pupils, including the most vulnerable, can flourish and succeed. The headteacher provides strong and focused leadership and, because of this, the school has made rapid improvement over the last academic year.
- The senior leaders make an effective team; they provide good support for staff and challenge them robustly so that they improve their teaching. Senior leaders are not afraid to take decisive action to tackle underperformance if necessary.
- Subject leaders make a good contribution to checking the impact and effectiveness of teaching in the areas for which they are responsible. Their skills are developing as a result of the training the school has provided. The headteacher devolves leadership responsibilities appropriately, and staff respond to this trust very positively. Leadership of the early years is good. Leaders make effective use of resources, particularly the outdoor area, to ensure that children make consistently good progress.
- The school's view of its effectiveness is accurate and sets out clearly what needs to be done to help the school improve further. Plans for improvement build on the current strengths. All staff share the headteacher's ambition for the school's continued improvement. Staff make good use of data that show how well individual pupils are achieving. Senior staff use information about pupils' progress very well to inform their discussions with staff so any underachievement can be rapidly addressed.
- Leaders have provided good training for staff and this has improved their professional skills significantly. For example, training organised through the Affinity Teaching School Alliance has had a very positive impact on teaching and consequently on pupils' learning. Within the school, training in the new curriculum requirements has been particularly effective in mathematics and also in the teaching of phonics (the links between letters and sounds).
- The school works closely with the local authority's moderation team as well as with the Affinity Teaching School's Alliance to ensure that teachers' assessments are accurate and that the data the school holds on pupils' progress is reliable. The school is revising its approach to assessment now that statutory levels have been removed. This work is being undertaken in close partnership with the Alliance to ensure clarity of assessments across all its primary schools, and so that the information given to secondary schools when pupils transfer follows a common format.
- The school uses its pupil premium funding effectively to help disadvantaged pupils play a full part in school life and benefit fully from the additional help they receive from adults. The impact of its use of this funding is evident in the good progress being made by this group of pupils. The school takes care to ensure that all individuals and groups of pupils enjoy the same good opportunities to succeed.
- Good use is also made of the extra funding available to promote physical education and inter-school sporting opportunities. Pupils participate in a wide range of clubs and sporting activities, such as dance, hockey and football. Staff training, in the form of staff working alongside specialist coaches, is bringing about improvements in teaching a variety of sporting activities. Participation in sport has increased and is having an impact on pupils' health and well-being.
- The range of subjects the school teaches is broad and balanced. It has been updated to meet requirements following the recent changes to the national curriculum. The school makes excellent use of visitors, theatre visits and trips to places of educational interest to inspire pupils, deepen their learning and motivate them to succeed. Pupils are encouraged to write their own plays and present drama productions and to participate in activities led by artists-in-residence. There are many clubs for pupils to join; these range from chess, gardening and Latin, and provide good support for their personal development.
- Pupils' spiritual, moral, social and cultural development is good. Pupils learn about key British ideas and

values, such as democracy, through their involvement in the work of the school council and pupil surveys. They explore issues concerning their rights and responsibilities in society and study the reasons behind the laws that govern and protect us. Pupils are made very aware of how people live in other parts of the world and are taught to be tolerant of lifestyles that may be different to their own. The school fosters good relations with different faith groups and ensures that discrimination is not tolerated. All this means that pupils are prepared effectively for life in modern Britain.

- Both the local authority and the diocese have supported the school well in its drive for improvement by contributing expertise to the school's strategy meetings.
- The school's child protection and safeguarding systems are very thorough and meet statutory requirements.

#### ■ The governance of the school:

- Governance is effective. The governing body, with many new members, has improved the way it carries out its statutory duties and provides good support and challenge for the school's leaders. Governors are currently revising the way they manage their work to make it more efficient. They have carried out an assessment of their skills and this has led to governors undergoing training in areas such as safeguarding and safer recruitment. The governors are very enthusiastic and play a full part in the life of the school. They have a good grasp of the school's data showing how well pupils are doing.
- The governing body makes close checks on the effectiveness of the school's work through the systematic visits all governors undertake. They keep a careful check on how well school leaders improve the quality of teaching and ensure that decisions about teachers' pay are appropriately linked to their performance and responsibilities. Governors know how the performance of teachers is managed and what the school is doing to tackle any underperformance. Governors track finances well and lead the school in deciding how to spend additional money, such as that to support disadvantaged pupils. They also check how well pupils' well-being is being enhanced by the primary physical education and sport premium. The governing body ensures that all safeguarding requirements are fully met.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Their high standard of behaviour has a positive impact on their learning and progress. Pupils behave well in lessons and in other settings, such as the dining room and at playtimes.
- Pupils talk enthusiastically about their lessons and other aspects of school life. They clearly like school a lot. One pupil, expressing the views of many, said, 'The school feels like your second home.' However, there are times when a few pupils are less attentive to explanations than they should be or do not respond positively to the challenges teachers set them, and this is not always picked up by teachers. Because of this, their learning slows. Pupils show respect for the learning environment. They do not drop litter and they take pride in their work.
- Pupils' response to the school's expectations of their behaviour and social development is consistently good. Their horizons are widened through the good opportunities they are given to take responsibility. These include being serving monitors at lunchtime and being part of the school council. They take their responsibilities very seriously and are developing very mature and thoughtful attitudes. For example, as one pupil said about serving the younger pupils at lunchtime: 'It's all about taking responsibility really. It gets us ready for secondary school and being adults.'
- Pupils are very polite and interested in other people. They work well together and show a very caring nature. Pupils are very supportive of younger pupils, disabled pupils and those who have special educational needs.
- Attendance has been improved since the last inspection and is now broadly average this is as a result of the school's efforts with parents who appreciate the importance of their children attending school regularly. Pupils are punctual, both to school and to lessons.

## Safety

- The school's work to keep pupils safe and secure is good. Leaders, including governors, give high priority to the safeguarding of the pupils in their care, both in school and when on school visits.
- Pupils say they feel safe in school and the vast majority of parents spoken to, or who completed Parent View, confirm this view. The school provides a good range of activities to help pupils learn to stay safe, and they are taught how to use computers and the internet safely.
- The pupils say that bullying is rare, but that if it occurred they are confident it would be dealt with effectively. Pupils have a clear understanding of different types of bullying, such as bullying on the internet and racially prejudiced bullying. The views of all pupils are valued and nurtured, so all feel special.

## The quality of teaching is good

- Pupils' work, the school's assessment data and inspectors' evaluations of teaching and pupils' learning all indicate that the quality of teaching is good. Teachers and teaching assistants usually form a strong and mutually supportive team, and this has a positive impact on pupils' learning. Their good teaching has resulted in pupils' current good progress and rising standards.
- Teachers use assessment information to identify pupils of different ability and to provide work that is usually carefully matched to their different capabilities. Teachers have responded well to recent changes to the national curriculum. They ensure that the topics they set encourage pupils to make appropriate links between the different subjects so that they extend pupils' knowledge, skills and understanding.
- The school is tidy, and materials and resources are easily accessible. The accommodation for the Reception children, especially outdoors, is exciting, and children benefit from a bright and colourful classroom. Displays of pupils' work support their learning and celebrate their work. Many areas of the school have very eye-catching displays of children's artwork.
- The marking of pupils' work is a very positive aspect of the teaching. Teachers accurately describe what it is that pupils do well and indicate what is needed for them to improve their work. Teachers ensure that pupils are able to assess their own learning accurately and decide their own next steps. Most understand how their targets will help them improve their work and what they need to do to achieve them.
- Pupils throughout the school talk positively about how they enjoy lessons, especially literacy and mathematics. Consistently good and often outstanding teaching over time is the reason why so many pupils make good progress in reading and mathematics. Regular sessions where pupils study books in depth, and apply their mathematical skills to real life situations, help them to make good progress. This leads to pupils having a strong work ethic, whatever their learning ability. They describe the progress they have made and talk with pride about their work. Books are tidy and their work is generally well presented.
- Teachers ensure that pupils learn how to write for different purposes. They also encourage pupils to read regularly so that they appreciate how different authors use language. However, in some lessons, teachers do not make the most of opportunities to develop and extend pupils' speaking and listening skills through probing questions that lead to pupils using and reinforcing their vocabulary. On some occasions, teachers do not correct spelling errors or encourage pupils to learn from their mistakes. This hinders improvements to pupils' writing.
- Teachers and other adults provide good support for disabled pupils and those who have special educational needs. They help all pupils to take a full and active part in lessons and school life.
- In a small number of lessons, teachers do not regularly check to ensure that pupils are fully engaged in their work. A few pupils do not take as full a part in class discussion as they should or respond positively to teachers' suggestions and explanations. This slows the progress they make.

**The achievement of pupils is good**

- Attainment at the end of Year 6 was broadly average in 2014. Pupils' progress in reading, writing and mathematics was a little below average overall. The proportions making better than expected progress were below the national average in reading and writing, and in line with the national averages in mathematics.
- Standards at the end of Year 2 in 2014 were broadly average in reading, writing and mathematics. This represents adequate progress in all three subjects from pupils' different starting points. The school has been extremely focused on raising standards and improving achievement in the past year. Although overall progress is now good, the school knows that more needs to be done to raise standards further, especially in writing.
- When they start school in the Reception class, many of the children have knowledge, skills and understanding which are broadly typical for their age, but are weaker in communication, reading, writing, and personal, social and emotional development. Children make good progress in all areas of learning, and an above-average proportion reaches the expected level of development by the time they enter Year 1.
- Good teaching of basic reading skills means that pupils make good progress from their starting points. They develop into good readers who read a wide range of books for pleasure.
- Progress in reading and mathematics has improved in the last year and is now good throughout the school. Pupils achieve well in other subjects such as art and design, history and geography. The effective use of the primary physical education and sport premium has improved teachers' expertise and is raising standards in physical education.
- Throughout the school, the most-able pupils make good progress. In Year 6 in 2014, an above average proportion of pupils attained the higher levels in reading, and were close to the national average in writing and mathematics.
- The progress of disabled pupils and those who have special educational needs is accelerating because of the good quality, extra help they receive. These pupils enjoy their learning, especially in the activities in the Forest School. In most years, these pupils make progress that is in line with their classmates. The school meets their needs well.
- The school is aware that writing at Key Stage 1 is weaker than in reading and mathematics and is working hard, and with some success, to raise standards. One reason for this is that pupils lack the breadth of vocabulary needed to make their writing more interesting. Pupils' spelling skills are not consistently good enough and this often spoils their written work. Nonetheless, pupils' attainment in spelling, punctuation and grammar is improving.
- At the end of 2014, disadvantaged pupils in Year 6 were over five terms behind their classmates in reading and writing, and four and a half terms behind in mathematics. They were six terms behind pupils nationally in reading, writing and mathematics. However, the in-school gap is narrowing rapidly and the progress made by those currently eligible for the extra funding is in line with that of their classmates and also in line with national expectations. The good standard of teaching and support now evident across the school is ensuring that disadvantaged pupils are making rapid progress. This is helping to close any remaining gaps between their attainment and that of their school peers.

**The early years provision is good**

- Children quickly become used to the school's routines and make good progress from their different starting points. They start the day happily and work productively, and enjoy sharing their learning with adults. For example, they talked very enthusiastically to inspectors about their paintings and how they are learning to write numbers. Children work and play cooperatively. They enjoy school and the well-planned activities provided for them, especially outdoors and in their role play area.

- Staff make good use of the accommodation to enable the children to learn well in all areas of learning. They provide a good balance between adult-led activities and those that the children choose for themselves, particularly in the outdoor area, to extend children’s learning. The wooden playhouses are employed very effectively as different learning areas, such as for reading, and this enables children to make good progress.
  
- Teaching is good. Assessment is detailed and used very effectively to plan the next steps which children need to take to move their learning on. All adults are involved in observing and recording children’s progress. Parents are regularly informed about how well their children are achieving, and they are invited to record their comments in the children’s records of learning. Parents are also kept aware of what their children are learning so they can support them at home.
  
- All children, including disabled pupils and those who have special educational needs, make good progress. This is due to the good leadership and management of the early years provision. Staff are very aware of each child’s prior knowledge and skills and use this knowledge when planning activities so that they always meet children’s needs. Children’s good progress means that they are well prepared for the next stage of their education. Their behaviour is good. They are clearly happy at school and are kept safe.



## 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>	120184
<b>Local authority</b>	Rutland
<b>Inspection number</b>	453831

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>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Saunders
<b>Headteacher</b>	Iain Peden
<b>Date of previous school inspection</b>	21 May 2013
<b>Telephone number</b>	01572 823245
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