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Mrs Zoe Mandeville  
Uley Church of England Primary School  
Woodstock Terrace  
Uley  
Dursley  
Gloucestershire  
GL11 5SW

Dear Mrs Mandeville

### **Short inspection of Uley Church of England Primary School**

Following my visit to the school on 8 December 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Since your appointment in September 2015, you have worked hard and successfully to implement the necessary changes to improve the school. You understand the strengths and weaknesses of the school well. Your plans are precise and the actions you have taken have made a difference, such as appointing a new teacher for Years 5 and 6 in September 2016.

Governors challenge and support you appropriately. They led the school diligently through a time of turbulence before your arrival. They have brought new members to the governing body who have expertise that can benefit the school.

You and your staff have developed an effective curriculum which engages and excites pupils, and enables them to achieve well. Activities are interesting, memorable and challenging. The school curriculum plan has clear, meaningful links which support pupils' progress effectively. The teachers in key stage 2 have transformed the teaching of English and mathematics for the older pupils. Work is set that meets the different needs of pupils well. The most able are challenged well in their learning which deepens their understanding. They enjoy problem solving and reasoning in mathematics, and the diverse use of texts and written forms in reading and writing. These activities prepare them confidently for the assessments

at the end of Year 6. The teaching in key stage 2 provides models of good practice for teachers in key stage 1 and the early years foundation stage, and offers exemplary professional development.

### **Safeguarding is effective.**

All safeguarding arrangements are fit for purpose and child protection records are detailed and of high quality. The safeguarding policy is up to date and very comprehensive. The most recent Department for Education guidelines are on the website which has all the necessary information about safeguarding. Staff have been suitably trained in the most recent changes to safeguarding procedures. Pupils feel safe and secure in school. The site is very secure with effective fencing, gates that can be padlocked and CCTV equipment.

### **Inspection findings**

- The monitoring and tracking of pupils are rigorous and checked regularly which contributes to their accelerating progress. Teachers and teaching assistants use this information to identify when pupils are falling behind in their work and provide effective support so that pupils catch up quickly. Governors challenge the monitoring data to good effect. They are strategic in their questioning of any issues related to pupils' progress and hold school leaders to account productively.
- Leaders use their analysis of pupils' outcomes to make strategic decisions. For example, in response to the difference in outcomes between boys and girls in the national assessments in 2016, you have considered a new approach to grouping pupils. Pupils learn well together.
- Phonics teaching is securing better reading outcomes throughout the school. Pupils are building on prior learning effectively. Teaching assistants are used well to support and teach small groups of pupils who are struggling to keep up.
- The deputy headteacher has initiated a guided reading scheme that is making an impact on pupils' reading skills, particularly comprehension. She has demonstrated effective practice in this area, addressed any staff concerns and is continuing to monitor impact. New resources have been bought that offer more appropriate and inspiring subjects to further engage pupils.
- The most able pupils are fluent readers. They have a clear understanding of demanding texts and can explain the subject matter purposefully. Pupils with lower ability use phonetic methods effectively to work out more difficult words. Their reading books support their level of comprehension well.
- Successful initiatives have improved outcomes in mathematics in Years 5 and 6. Staff across the school have gained a better understanding of the more complex mathematical aspects of the new curriculum by working on problem solving and reasoning.

- Leaders are aware that there are weaknesses in some teachers' and teaching assistants' subject knowledge of aspects of writing, particularly grammatical terminology and sophisticated use of punctuation. Professional development in these areas has begun but it is not yet secure, particularly at key stage 1.
- Pupils take pride in their work. You introduced a focus on handwriting last spring and the difference in presentation that this has made is demonstrated in pupils' work, especially in key stages 1 and 2. Children in the early years foundation stage, especially the most able, are not taught as well as they could be in this area.
- Relationships between staff and pupils are very good. Pupils are comfortable in their surroundings. They are eager to share their thoughts, show off their work and ask pertinent questions. Their confidence allows them to believe in the school motto: 'Live, Learn, Flourish'.
- The use of additional government funding for disadvantaged pupils is monitored well by governors and leaders. The impact of actions is evaluated sensibly. As a result, these pupils attend school more regularly and are making better progress.
- Pupils who have special educational needs and/or disabilities are given good support based on the work you have done to raise awareness among the school community of the complexity of these pupils' needs. Additional staff provide valuable support, sometimes on a one-to-one basis, to ensure that progress is as rapid as possible.
- You have introduced a new marking policy which has been well received by teaching staff. Pupils are given a clear indication of what has been tackled well and where further improvements can be made. Pupils are not taking enough notice of this to improve their work as intended, particularly at key stage 2.

### **Next steps for the school**

Leaders and governors should ensure that:

- children are given more writing activities in the early years foundation stage
- rules of grammar and punctuation are explained in an age-appropriate way to pupils in key stage 1
- the best practice in using the school's policy on marking is modelled to promote consistency of use among staff and pupils.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Gloucester, the regional schools commissioner and the director of children's services for Gloucestershire. This letter will be published on the Ofsted website.

Yours sincerely

Kathy Maddocks  
**Her Majesty's Inspector**

### **Information about the inspection**

The key lines of enquiry were:

- What are leaders and governors doing to improve the quality of teaching and learning, especially for the core subjects of reading, writing and mathematics across the school?
- What are leaders and governors doing to improve the quality of teaching and learning for the most able and the most able disadvantaged pupils across the school?
- What are leaders and governors doing to make sure that the most vulnerable, disadvantaged pupils and those who have special educational needs and/or disabilities attend and achieve across the school?
- What are leaders doing to support the quality of teaching as a result of the disproportionate ratio of boys and girls in each year group in the school?

During the inspection, I met with you, leaders, governors, staff and pupils. I visited lessons and listened to pupils read in Years 5 and 3. I looked at the quality of the work in pupils' exercise books. I considered documentary evidence related to the impact of the school's work, including safeguarding. I took into account 26 responses to the Ofsted online questionnaire, Parent View, and 16 comments written by parents, as well as responses to questionnaires completed by 30 pupils and seven members of staff.