

Inspection of a good school: Ullesthorpe Church of England Primary School

Ashby Road, Ullesthorpe, Lutterworth, Leicestershire, LE17 5DN

Inspection dates:

30 November 2021

Outcome

Ullesthorpe Church of England Primary School continues to be a good school.

What is it like to attend this school?

Ullesthorpe Primary is an inclusive school. Everyone shares the school's aim to 'learn together, grow together and shine forever'. Pupils are proud of their school. They told inspectors, 'Everyone is welcome here. Everyone is different. We respect difference'. Pupils respect others' views, even if they differ from their own. Pupils are well prepared for life in modern Britain.

Pupils are enthusiastic learners. They listen attentively and work hard in lessons. They are curious and enjoy learning new things.

Behaviour is good. The majority of pupils behave well in lessons and around school. They are courteous and polite. Occasionally, a small number of pupils need help to follow the school's rules. Leaders make sure that these pupils get the help they need. Their behaviour improves over time.

Pupils enjoy the extra-curricular activities that are available to them. They participate in a wide range of activities in sports and the arts. They enjoy the regular opportunities to learn outdoors. Pupils benefit from joint trips with other schools in the multi-academy trust. This allows pupils to develop friendships with those from other schools.

The majority of parents are positive about the school. Many are complimentary about the education and support that the school provided during the COVID-19 lockdown periods.

What does the school do well and what does it need to do better?

Senior leaders have given careful thought as to how they have planned and sequenced the curriculum. The early years curriculum clearly sets out what children will know in all areas of learning by the end of the Reception Year. In key stages 1 and 2, in most subjects, the curriculum plans set out what pupils will learn each term. It is clear about the most important things that pupils need to know and remember. It builds upon what pupils have previously covered and learned in a systematic way. In these subjects, pupils

remember what they have learned. However, in a small number of subjects, curriculum plans are still being developed. Leaders have not finalised the order in which content will be taught. They are in the process of addressing this.

Pupils get off to a good start in reading. The school's phonics programme is well sequenced. Teachers know which sounds pupils should learn and be able to recall each term. Pupils who begin to fall behind are quickly identified and given extra help to catch up. The books that pupils read match the sounds they know. This helps them to become fluent readers quickly.

Older pupils enjoy reading. One pupil said: 'When I read, I feel like I'm in another person's shoes.' Pupils read widely. Teachers make sure that pupils experience a wide range of books. Pupils are familiar with many authors and genres. They enjoy listening to their teachers read to them.

Teachers make lessons interesting. They plan series of lessons that build systematically on what pupils know and can do. Pupils are eager to learn new things. Teachers check on how well pupils are getting on during lessons. However, there are inconsistencies in how well teachers use these assessments to adapt and improve their teaching. As a result, a small proportion of pupils do not remember the curriculum as well as they could.

Senior leaders and the special educational needs coordinator (SENCo) have a good understanding of the needs of pupils with special educational needs and/or disabilities (SEND) and ensure that they get the support they need to learn the school's curriculum. There are regular checks to make sure that this is being effective. Where it is not, it is changed quickly. The trust has ensured that SEND pupils and the SENDCo are supported by a range of professionals who provide expert support and advice. This results in pupils with SEND doing well. This is a strength of the school.

Leaders' records show that bullying is rare. The majority of parents and staff say that pupils are safe in the school and that bullying is infrequent. Most pupils agree with this. They know what to do should bullying occur. However, some pupils do not fully understand what bullying is. They view isolated incidents of poor behaviour as bullying.

Senior and trust leaders know the school well. They know what needs to improve further and have plans in place to bring this about. There is a united and ambitious staff. They are unanimously positive about the school and are proud to work there. They benefit from working with leaders from other schools in the trust. The school does not work in isolation and teachers have the opportunity to share and learn from effective practice.

Governors systematically challenge leaders and routinely hold them to account. Governors understand their responsibilities and carry out their duties effectively.

The multi-academy trust provides effective support. It has helped leaders to bring about improvements in leadership, curriculum and the provision for pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training. They know pupils well. Any concerns are quickly identified and communicated on to leaders. Leaders deal with these swiftly. Records are detailed and fit for purpose.

Leaders make sure that pupils get the help that they need. They work well with other agencies. Leaders challenge other agencies where they are not doing what they should to keep pupils safe.

Pupils who need help to understand their feelings and emotions are well supported.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear that leaders are taking action to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional statements have been applied.
- Some pupils do not understand what bullying is. They view isolated incidents of poor behaviour as bullying. Leaders should ensure that all pupils know what constitutes bullying and the different forms that it can take.
- There are inconsistencies in how well teachers assess how pupils are getting on in lessons. As a result, a small proportion of pupils do not remember the curriculum as well as they could. Leaders should ensure that all teachers use assessment to inform how to adapt their teaching to support pupils' next learning steps.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Ullesthorpe Church of England Primary School, to be good in March 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144114
Local authority	Leicestershire
Inspection number	10199539
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	Board of trustees
Chair of trust	Graham Read
Principal	Emma Prokipczuk
Website	www.ullesthorpe.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Ullesthorpe Church of England Primary School converted to become an academy school in June 2017. When its predecessor school, Ullesthorpe Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school uses no alternative provision.
- The school received its Statutory Inspection of Anglican and Methodist School (SIAMS) in December 2019. These inspections typically take place once every five years.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the executive principal, the head of school, curriculum leaders and the special educational needs and disabilities coordinator (SENDCo).
- Inspectors carried out deep dives in three subjects: reading, mathematics and religious education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- The lead inspector met with three governors, including the chair of the governing body. He met with the chief executive officer of Inspiring Primaries Academy Trust.
- Inspectors took account of the 28 responses to Ofsted Parent View and 16 written comments from parents. They also considered the 14 responses to Ofsted's staff survey. An inspector spoke informally to parents outside the school.
- The lead inspector met with safeguarding leaders and reviewed school documents relating to safeguarding, behaviour and attendance. He also looked at curriculum documentation for art and science.

Inspection team

Vic Wilkinson, lead inspector

Her Majesty's Inspector

Andy Lakatos

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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