

Inspection of Uffington Church of England Primary School

Broad Street, Uffington, Faringdon, Oxfordshire SN7 7RA

Inspection dates: 12 and 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and feel safe at this small, vibrant village school. They get on well together and look after each other. Pupils enjoy taking on positions of responsibility, such as being a member of the school council and as sports leaders. As one pupil said: 'At Uffington, it doesn't matter what you look like or where you come from. What is important is that everyone here is valued and appreciated for who they are.'

The school is calm and orderly. Staff have high expectations of pupils' behaviour and their attitudes to learning. Pupils behave well and work hard. Incidents of bullying are rare. Staff sort out any incidents of unkind behaviour swiftly.

Pupils are proud of their unique local heritage. For instance, they regularly clear out the weeds at White Horse Hill and help look after the community garden. Every year, pupils write letters about their school experiences. These are then stored in a 'special box of memories' at the museum, which was the original schoolhouse. Pupils write neighbourly messages to residents in the local care home and sing at events in the village. They routinely raise funds for the charities they support.

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

Leaders have designed a vibrant and interesting curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The essential knowledge that pupils need to know and remember is clearly set out for each subject. Leaders have ensured that the curriculum is carefully sequenced so that pupils' learning builds from the early years through to Year 6. The curriculum is embellished with opportunities and experiences which bring pupils' learning to life, such as trips to museums, concerts, the theatre and art galleries. Children in Reception Year enjoy visiting the local working farm. As one pupil said, 'There is always something new and exciting to discover in the subjects we study.'

Skilled staff understand pupils' individual needs well. Leaders monitor provision closely and make sure that pupils with SEND are fully included in all areas of school life. Where appropriate, leaders work well with a range of external agencies to ensure that these pupils have the support they need. Classrooms are hives of activity and pupils look forward to their lessons. However, sometimes teachers, including in early years, move on to new work too quickly. They do not carefully check that all pupils understand and know well the important ideas. Consequently, in subjects such as history and geography, pupils, including those with SEND, do not learn as well as they could. Leaders are addressing this.

Reading lies at the heart of all learning. Leaders and staff have created a school where a love of reading is promoted at every opportunity. Pupils enjoy listening to the stories their teachers read every day. Children in early years talk enthusiastically about the characters in the rhymes and books staff share with them. Pupils relish visiting the library that is brimming with stimulating books. They delight in choosing books on different topics, themes and subjects they explore in class. Leaders have

recently introduced a new phonics programme. They have identified that some staff do not deliver the phonics programme effectively. For example, they do not make sure that the books pupils read match the sounds they learn in lessons. This means that some of the weakest readers do not learn to read fluently and confidently. Leaders are providing important training.

There is a purposeful and respectful atmosphere in the school. In early years, children are curious and interested in their learning. They work independently and are fully engaged in the work they do.

Leaders' work to develop pupils' character and prepare pupils for life in modern Britain is exemplary. Pupils offer reasoned, respectful contributions when discussing topical themes such as immigration, racism and protected characteristics. They learn about different jobs by interviewing and working with their local parliament member, religious leaders, artists, scientists and astronauts. Pupils use their democratic voice to influence change in the local community. For example, pupils are working on their campaign to raise awareness of the impact of plastic waste on climate change. Extra-curricular activities including swimming, learning Italian, creating an eco-garden or taking part in the wide range of after-school clubs enrich pupils' wider experiences.

Governors are well informed about the school and share leaders' ambitious vision for all pupils. They offer effective challenge to leaders about the quality of education. Leaders and governors make sure that they are mindful of staff's workload and well-being. Staff agree that leaders are approachable and considerate.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep a watchful eye on the safety and well-being of all pupils. Staff know and understand how to identify and report their concerns. There are strong systems in place to make sure that the slightest concerns are followed up promptly. Leaders work closely with external agencies to ensure that pupils have the help they need. Staff know what the local safeguarding risks are and the potential impact on pupils. Leaders make appropriate checks on adults who work with pupils.

Pupils know how to keep themselves safe, including when online. They understand healthy and unhealthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not teach the school's new phonics programme effectively. They do not check and make sure that the books pupils read match the sounds they learn in lessons. This means that some of the weakest readers do not learn to read fluently and confidently. Leaders need to ensure that all staff who teach phonics

are well trained, and that the books pupils read help them practise the sounds taught.

- In some foundation subjects and in early years, teachers do not check that all pupils, including those with SEND, embed the important ideas before moving on to new work. Consequently, pupils do not achieve as well as they could in the curriculum. Leaders need to ensure that all staff check and make sure that pupils learn and remember the essential knowledge well.

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	123170
Local authority	Oxfordshire
Inspection number	10227097
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair of governing body	John-Paul Roche
Headteacher	Lisa Bradbury
Website	www.uffingtonprimary.org
Date of previous inspection	8 March 2017, under section 8 of the Education Act 2005

Information about this school

- As a Church of England school, Uffington Primary is part of the Diocese of Oxford. The most recent section 48 inspection was in May 2017.
- At the time of this inspection, the school was using one alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, staff and pupils. The lead inspector met with three governors, including the chair. She also spoke on the telephone with a representative of the Diocese of Oxford and a school improvement partner from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and history. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils informally.
- Inspectors considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to the Ofsted Parent View questionnaire and the additional free-text responses.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons. Inspectors also considered the responses to Ofsted's online pupils' survey.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

Gemma Piper

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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