

Inspection of Uppingham Church of England Primary School

Belgrave Road, Uppingham, Oakham, Rutland LE15 9RT

Inspection dates: 21 and 22 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Uppingham Church of England Primary school is a nurturing and caring school. Parents speak highly about the support the school provides for their children, particularly parents of children with special educational needs and/or disabilities (SEND).

Leaders have high expectations of what pupils can achieve and of how they should conduct themselves. Most pupils meet these expectations. Pupils understand the school's rules of being 'ready, respectful and safe'. They say the rules help them to understand how they should behave. They enjoy learning in calm and orderly classrooms. Pupils feel safe. There are positive relationships between staff and pupils. Pupils say that teachers support and help them well if needed.

Pupils get along well together. They enjoy doing lots of different activities at playtime and lunchtime. Pupils have lots of opportunities to take part in clubs. Many pupils attend these. For example, they go to football, netball, gardening club and choir.

Leaders have ensured that pupils get support for their well-being if needed. Pupils can go to 'chatty club' and 'calm club' to help them to deal with any worries. Pupils say that this helps them. Some pupils are 'well-being buddies', who also support pupils if needed.

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

Leaders have ensured that there is an ambitious and well-planned curriculum for all subjects. The key knowledge that leaders want pupils to know is clearly detailed. Leaders have also set out the order in which pupils learn topics. This helps pupils to build on what they have already learned.

Teachers have secure subject knowledge. They present new information clearly. They question pupils to check understanding. Every lesson starts with a retrieval activity. Teachers use these well to help pupils remember what they have learned. As a result, pupils build their knowledge over time and achieve well in most subjects.

Leaders have ensured that assessment focuses on the key knowledge they want pupils to learn. In some foundation subjects this is at an early stage. This means that, sometimes, assessment is not used well to identify misconceptions or gaps in pupils' learning. As a result, some pupils do not learn as well as they could in these subjects.

Leaders have focused on improving pupils' writing. They have adapted the English curriculum, so that it is clear how pupils will develop their writing. When teachers use this well, pupils' writing is of a high quality. This is not yet consistent in all

lessons. Some teachers do not always insist on the correct use of punctuation and grammar. This means that some pupils' work contains repeated mistakes that are not always corrected. As a result, some pupils' do not achieve as well in writing as they could.

Leaders have prioritised reading. Staff are well trained in phonics. They deliver the phonics scheme well. They ensure that the books pupils read match the sounds pupils know. Leaders use assessment to identify any pupils who are falling behind. These pupils get extra sessions every day to recap the sounds they are unsure of. Pupils in all classes have daily reading sessions. Teachers use these well, so that pupils become confident and fluent readers.

The curriculum in the early years is well planned. Leaders have ensured that learning activities are well matched to the curriculum goals and the children's interests. Staff model the good manners and behaviour they expect from children. This means that children engage well with activities and enjoy learning. Children with SEND are well supported to access the curriculum. Children in Reception are well prepared for key stage 1.

Leaders have ensured that the needs of pupils with SEND are well identified. Teachers get precise information about how to meet the needs of these pupils. This ensures that pupils with SEND get the support they need to access the curriculum. As a result, most pupils with SEND achieve well.

Pupils behave well in lessons. They have positive attitudes to learning. Pupils say that staff are fair when dealing with any conduct issues.

Leaders have planned well for pupils' wider development. They learn about healthy relationships and lifestyles. Pupils understand fundamental British values. They know to show respect to others who may be different to themselves. Pupils experience a range of trips and visits. For example, Year 6 pupils recently enjoyed a residential outdoor activity trip.

The school is well led. Staff are proud to work at the school. They appreciate how leaders consider their well-being and workload. The trust has provided effective support and training for leaders and staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there are clear safeguarding procedures in place. They are knowledgeable about safeguarding matters. They know their pupils and families well. Staff are well trained. They get regular safeguarding updates. They understand how to report any concerns they may have. Leaders work well with external agencies, so that pupils who need extra support get it.

Leaders have ensured that pupils learn about how to keep themselves safe. They learn about road safety and how to stay safe online. Pupils know who they can speak to if they have any worries or issues.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The use of assessment in some foundation subjects is at an early stage. Teachers do not always use assessment well in these subjects to check what pupils have learned. As a result, some pupils do not learn as well as they could. Leaders should ensure that teachers use the assessment methods leaders have set out, to address gaps in learning or misconceptions.
- Some teachers do not consistently insist that pupils use correct punctuation and grammar. This means that some pupils make repeated punctuation and grammar errors and do not achieve as well in writing as they could. Leaders should ensure that all teachers address any punctuation and grammar errors, so that pupils' writing is of a high quality.

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.

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	146428
Local authority	Rutland Council
Inspection number	10268561
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	Board of trustees
Chair of trust	James Saunders
Headteacher	Julia Exton
Website	www.uppinghamprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The Rutland Learning Trust in March 2019.
- The school does not use any alternative provision.
- This is a Church of England primary school. It was last inspected under section 48 of the Education Act 2005 in April 2019. The next inspection will be within eight years of that last inspection.

Information about this inspection

The inspectors carried out this graded 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 held meetings with the headteacher and other senior leaders in school.
- The lead inspector met with the chief executive officer of the trust.

- The lead inspector met with the chair of governors and members of the local governing body.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Deep dives were carried out in the following subjects: early reading, mathematics, geography and religious education. 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 samples of pupils' work.
- The lead inspector also spoke to leaders about other subjects in the curriculum.
- Inspectors observed pupils at break and lunchtimes.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- Inspectors reviewed a range of documentation relating to safeguarding, the school's self-evaluation, behaviour and governance.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Liz Moore

Ofsted Inspector

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