

# Inspection of Upton St Leonards Church of England Primary School

Bondend Road, Upton St Leonards, Gloucester, Gloucestershire GL4 8ED

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Inspection dates: 25 and 26 June 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils at Upton St Leonards are enthusiastic learners who enjoy coming to school. The school's vision of 'building foundations for a love of life, a love of learning and a love of one another' lies at the heart of the school. Pupils benefit from deeply embedded values that underpin the school's culture.

Pupils, including those with special educational needs and/or disabilities (SEND), learn an ambitious and well-designed curriculum. They work hard and produce high-quality work. Pupils achieve well. Pupils are very well prepared for the next stage of their education.

Pupils behave exceptionally well and know how to be a good friend. The school's core values of love, perseverance, respect and truthfulness weave across all areas of school life. Relationships between adults and pupils are supportive and caring. All pupils are welcomed and valued as individuals. Pupils feel safe in school because they trust staff to look after them.

Pupils are enthusiastic about the wealth of experiences the school provides. For example, as well as attending a local literature festival, pupils enjoy the school's annual reading festival. Pupils' love of reading is enhanced by authors who visit the school. Pupils are proud to represent their school in competitive events. They are keen to attend the school's clubs, such as ultimate frisbee and chess. The rich experiences they have help pupils to become confident and responsible members of society.

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

Pupils' learning goes beyond what would typically be expected for their age. The curriculum introduces them to thought-provoking and complex ideas. For example, pupils in Year 5 explore the influence of the British Empire when studying 'The Secret Garden'. At each stage of learning, the curriculum is carefully sequenced so that it builds pupils' knowledge and understanding effectively. Pupils revisit important ideas to help them to make connections and comparisons. This means that, over time, pupils develop a deep understanding of what they have learned.

Teaching staff are highly skilled in delivering the curriculum. Teaching uses learning activities, resources and the environment effectively so that pupils learn the ambitious curriculum extremely well. Staff explain vocabulary, knowledge and skills clearly and effectively to pupils. Disadvantaged pupils benefit from appropriate support that helps them to achieve well. As a result, pupils acquire a sophisticated vocabulary and understanding. The school's published outcomes reflect this.

The school identifies the needs of pupils with SEND swiftly. The support for these pupils is exceptional. Staff successfully adapt how the curriculum is delivered so that it meets pupils' individual needs. Staff act on the school's guidance to ensure pupils with SEND learn well in each subject area. Some pupils benefit from receiving

specialist support in 'The Hub'. They appreciate the ways in which the school supports their social and emotional well-being, for example through the calming influence of caring for Marlo, the tortoise.

An ambitious reading programme is central to the school's success. Children start the early reading curriculum as soon as they join Reception Year. Well-trained staff expertly deliver the phonics programme. Pupils become confident and fluent readers as they move through the programme. Reading books match pupils' phonics knowledge. Staff use regular assessment to check on pupils' progress. They effectively support those who need additional help. The school provides guidance for families to support their child with reading at home. As a result of the school's work, children read well and enjoy reading a diverse range of books.

Pupils quickly learn behaviour routines and expectations. Pupils flourish because staff support them to develop strong social and emotional skills. Pupils appreciate the school's rewards, such as the 'best seat in the house' and the book vending machine. The school is unwavering in its efforts to ensure high attendance among its pupils. Consequently, pupils attend well.

The provision for pupils' personal development is exceptionally strong. The school supports pupils to develop their character and interests to an impressive level. Pupils are very well prepared for life in modern Britain. They understand the importance of democracy and the rule of law, and they are highly considerate of the views and beliefs of different groups of people. The curriculum for pupils' personal, social, health and economic education is thoughtfully planned and sequenced. It ensures that pupils receive age-appropriate information about healthy friendships and relationships. The school regularly celebrates pupils' achievements.

Governors are knowledgeable and provide highly effective support and challenge to the school. Staff, including those at the start of their careers, are incredibly positive about their work. They appreciate the school's care and consideration of their workload and well-being. The school has ensured that staff benefit from high-quality professional development. This has significantly contributed to the staff's expert delivery of the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115658
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10334675
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	422
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Neil Eley
<b>Headteacher</b>	Sarah Broadbent (Executive Headteacher); Andy Lewis (Head of School)
<b>Website</b>	<a href="http://www.upton-st-leonards.co.uk">www.upton-st-leonards.co.uk</a>
<b>Date of previous inspection</b>	9 October 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Gloucester. The most recent section 48 inspection took place in March 2020.
- The school does not use any alternative providers.
- The school has a breakfast and after-school club.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and design and technology. 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 listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors examined a range of documentation provided by the school, including the school's improvement plan and self-evaluation form.
- The inspectors held meetings with the executive headteacher, head of school, senior leaders, school staff, governors and a representative from the local authority.
- Inspectors spoke to pupils to discuss their views of the school.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Frances Bywater, lead inspector

His Majesty's Inspector

Paul Smith

Ofsted Inspector

David New

Ofsted Inspector

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