

Inspection of Upottery Primary School

Upottery, Honiton, Devon EX14 9QT

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and safe in Upottery School. They enjoy coming to school and work hard. Pupils benefit from the opportunities they have to influence the school, for example by being an eco-leader. There are many opportunities in place to broaden pupils' horizons, for example through whole school trips and events. Pupils appreciate the many clubs they can attend and enjoy all the books on offer. Parents and carers are very positive about the school.

Pupils live out the school values of 'Be Valued; Be Inspired; and Be Your Best'. They understand how these values help them to learn and get on well together. Pupils are clear that bullying does not happen in their school. Typically, pupils behave well.

Many aspects of the school have been developed since the last inspection. The school has worked effectively to strengthen the quality of education pupils receive, including those pupils with special educational needs and disabilities (SEND). Staff are proud to work at the school and value the improvements that have been made. These developments can be seen in pupils' positive attitudes to their learning and the quality of their work. As a result, the majority of pupils learn well.

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

The school has an ambitious curriculum that sets out the knowledge that pupils need to learn in all subjects. In many subjects, the curriculum is delivered effectively. Pupils build on the knowledge they have been taught well. Mathematics is a good example of this. Older pupils can use what they know to solve complicated problems, while children in Reception enjoy learning to count and use numbers in their play. Across the school, pupils gain a deep understanding of the mathematics they study.

Since the last inspection, the school has thoroughly reviewed what pupils learn. Areas that needed to be improved have been identified and successfully strengthened. For example, the previous approach to teaching early reading did not ensure that all pupils learned to read well enough. This is no longer the case.

The school is rightly proud of the improvements in the teaching of early reading. All staff have ongoing training and support to ensure that they deliver the reading curriculum effectively. Staff are well supported by the federation, which has invested time and support in the school. This has resulted in a successful approach that enables most pupils to learn the basics of reading and writing quickly and accurately. However, pupils who find writing difficult do not get the support they need. As a result, these pupils do not secure the knowledge they need to become confident and fluent writers.

The federation has successfully supported many areas of development in the school. This support is particularly noticeable in the improvements made to the way that curriculum subjects are taught. Teachers and leaders have been able to visit, work with and learn from other schools in the federation. This is strengthening the delivery of all curriculum

subjects. Governors are ambitious for the school and are very proud of the improvements that have been made since the last inspection.

Pupils enjoy their lessons, and most learn the curriculum well. The school has introduced a comprehensive approach to checking what pupils remember over time. This is giving staff an increasingly precise picture of what pupils know and can do. The school is quickly and accurately supporting pupils who fall behind.

The school works hard to identify and meet the needs of pupils with SEND. Pupils' needs are swiftly and accurately identified. When staff understand what exactly pupils need to know, they make appropriate adaptations to the way the learning is delivered. When this happens, pupils with SEND learn successfully alongside their peers. However, some staff do not have the subject knowledge they need to ensure that all pupils learn well in lessons.

Children get off to a good start in the Reception class. The warm and welcoming environment is well thought out, with a range of activities on offer to develop all areas of children's early learning. Staff make use of opportunities to develop children's language and communication, for example when choosing snacks or discussing a recent trip.

Most pupils behave well in lessons and around the school. Pupils feel safe in school and know that the staff will listen to them if they have any concerns. Pupils attend school well. In lessons, most pupils work hard. Occasionally, some pupils are not as engaged with their learning as they could be.

Pupils have many opportunities for personal development. Their spiritual, moral, social and cultural development is well supported through the stories they listen to and events such as the faith weeks. The school makes good use of events such as Black History Month to ensure that pupils learn more about the background and beliefs of a wide range of people. Staff weave topics such as equality into regular events to help pupils to understanding British values. For example, a recent science event focused on the contribution of women to science.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not have the subject knowledge they need to be able to adapt lessons to meet the learning needs of all pupils effectively. This prevents some pupils from gaining the information or skills that they need. Leaders should ensure that all staff have the knowledge they need so that every pupil learns as deeply as they can in all areas of the curriculum.

- Some writing activities are too complicated for younger pupils and those with SEND. Sometimes, these pupils are expected to write words and sentences that are beyond their ability. Leaders should ensure that pupils are only asked to write words and sentences that include spelling and handwriting they know, so they can practise what they have been taught and can be successful.

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

Unique reference number	113112
Local authority	Devon
Inspection number	10322203
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair of governing body	Christopher Dack
Executive Headteacher	Steve Mellor
Head of School	Tom Pettifer
Website	www.upottery-primary.devon.sch.uk
Date of previous inspection	20 April 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Devon Moors Federation. The school joined the federation in April 2024 following a period of formal managed partnership. The federation comprises of eight primary schools.
- The school does not currently use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Deep dives were carried out in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

Phil Minns, lead inspector

His Majesty's Inspector

Jyotsna Paranjape

Ofsted Inspector

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