

Inspection of Uplands Community Primary School

Thompson Road, Uplands, Stroud, Gloucestershire GL5 1TE

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	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2014.

What is it like to attend this school?

The school is welcoming and caring. It is ambitious for all pupils. This is realised through the school's vision and its commitment for all pupils to achieve the best that they can. As a result, most pupils achieve well.

Pupils' attitudes to learning are positive. They are incredibly proud of the school and are keen to do well. In lessons, most pupils listen well to adults and their peers. There is very little disruption to learning. Pupils understand the high expectations for behaviour right from the start. Consequently, children in Reception Year quickly learn the rules and routines. Pupils say that there is no bullying in the school. They know that there are trusted adults to talk to if they have concerns.

Pupils enthusiastically take on leadership roles. These include the school council, house captains and lunchtime monitors. Pupils in Year 6 enjoy being buddies for the children in Reception class. This helps them to learn about responsibility.

Pupils enjoy a range of activities such as trips, after-school clubs and enrichment weeks. These help to develop their talents and interests. For example, during the design and technology enrichment week pupils experienced cuisines from different countries and ran a pop-up café for their parents and carers.

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

The school has high aspiration for all pupils. It has carefully designed the curriculum which sets out what pupils need to know and remember. The curriculum is ambitious. There is a strong focus on staff training. Consequently, teachers have the subject knowledge they need to teach the curriculum well. Activities are chosen carefully to help pupils to learn new content. Teachers effectively adapt learning for pupils with special educational needs and/or disabilities (SEND). This means most pupils learn the same broad and balanced curriculum. As a result, pupils achieve well in published outcomes.

There is a clear focus on developing pupils' language and vocabulary. This threads through the curriculum. The curriculum sets out the important vocabulary pupils need to know. This starts in Reception, where adults help children to learn and use new words, for example learning about pipettes when engaging in water play.

The school prioritises reading. Daily reading lessons help pupils to develop the knowledge and skills that they need to be able to read quickly. Pupils read books that match the sounds that they know well. This helps them to read with increasing confidence and fluency. Pupils enjoy a wide variety of books. They talk enthusiastically about the books they read, their favourite genres and authors. The school has identified high-quality texts for pupils to read to develop their breadth of reading.

The school has introduced systems for checking what pupils know and remember over time. For example, in mathematics, teachers check what pupils know and can do. They adapt their teaching to address any misconceptions. This helps pupils to develop a secure

understanding of what they are learning. Nonetheless, some pupils do not yet apply this learning when solving problems.

In the wider curriculum, the school has recently introduced opportunities for pupils to revisit their previous learning at the start of lessons. However, this work is in its early stages. Some pupils do not build their learning on what they already know. As a result, in those subjects, some pupils' knowledge and understanding is less secure.

There is a positive and respectful culture throughout the school. The school's values of 'kindness, uniqueness and community' permeate throughout. These help pupils to learn how to work together, and to show respect and understanding to one another. The school is a calm and orderly place. Pupils are polite and well mannered.

The school works closely with families to ensure that there are clear expectations for attendance. This is helping improve pupils' attendance. The school is continuing this work to make sure that all pupils attend regularly and on time.

The school ensures that pupils' learning extends beyond the academic curriculum. Pupils learn the importance of being healthy, including looking after their physical and mental health. They understand how to keep themselves safe, including when online. The school teaches pupils about protected characteristics and discrimination. Pupils are adamant that they should treat everyone fairly. They understand the fundamental British values of respect and tolerance. Pupils learn about different religions and cultures. They visit different places of worship. Pupils are taught to respect other people's beliefs and opinions. For example, pupils take part in debates and consider how other people's opinions may differ from their own. This helps to prepare pupils for life in modern Britain.

Staff value the support and consideration that leaders provide with regard to their workload and well-being. Staff are proud to work at the school.

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, pupils do not remember their learning in the long term. This means that they cannot make links to what they have learned before to build on what they already know. The school should continue to develop opportunities for pupils to revisit important learning, so that they know more and remember more across the curriculum.
- Some pupils find it difficult to explain their reasoning and thinking in mathematics. As a result, they are unable to readily apply their knowledge to problem-solving activities. The school should continue to improve the curriculum so that it provides sufficient

opportunities for pupils to practise and apply their mathematical thinking to problem-solving activities.

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	115543
Local authority	Gloucestershire
Inspection number	10344505
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	105
Appropriate authority	The governing body
Chair of governing body	Glen Millar
Headteacher	James Powell
Website	www.uplandsprimarystroud.co.uk
Date of previous inspection	5 and 6 February 2014, under section 5 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school.
- The headteacher took up the substantive post in January 2020.
- The school does not currently use any 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.

- 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 spoke with the headteacher, the deputy headteacher, curriculum leaders and a group of teachers.
- An inspector held meetings with members of the governing body, including the chair of governors, and a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. 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. The lead inspector also discussed the curriculum in some other subjects, including history and design and technology.
- 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.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. An inspector also spoke with parents at the start of the school day. Inspectors considered the responses to the Ofsted's online staff survey.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views of the school.

Inspection team

Nicky McMahon, lead inspector

His Majesty's Inspector

Andrew Evans

Ofsted Inspector

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