Inspection of a school judged good for overall effectiveness before September 2024: Uplands Junior L.E.A.D. Academy

Melbourne Road, Highfields, Leicester, Leicestershire LE2 0DR

Inspection dates: 28 and 29 January 2025

Outcome

Uplands Junior L.E.A.D. Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Lucy Carlisle. This school is part of L.E.A.D. Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Diana Owen, and overseen by a board of trustees, chaired by Andy Buck.

What is it like to attend this school?

Respect, care and kindness feature in all aspects of school life. Parents and pupils are greeted with a cheery 'good morning' as they arrive. Pupils know that adults in school care about them as individuals and listen if they have any worries. In turn, pupils are kind and respectful to each other. They remind each other to walk quietly as they come into school from the playground. Parents know that any worries they have will be listened to and acted on.

The school is an integral part of the diverse community it serves. Everybody is welcome at this school. Leaders from many faiths are invited into school to lead assemblies. Pupils respect one another. They know that any type of discrimination will be taken very seriously.

The school is determined that all pupils will achieve highly. They are ambitious for pupils. Adults get to know the needs of individual pupils and make sure they are catered for. Pupils at the early stages of learning English get extra help swiftly. Pupils live up to the school's high expectations. They settle to work quickly, get on harmoniously together and achieve well.

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

The school makes sure that pupils learn the knowledge and skills they need to be successful. Pupils at the early stages of reading have extra support to learn the sounds and put them together to make words. They have lots of opportunity to practise their reading. This helps pupils to develop their confidence and fluency in reading. In mathematics lessons, pupils practise their calculation skills and learn their times tables.

The school has thought carefully how to support all pupils to achieve well, whatever their starting point. For example, teachers refer to resources in the classroom, such as vocabulary and sentence starters, to support pupils who may have gaps in their knowledge. In writing lessons, pupils look at the features of a variety of different texts. They are able to use the grammar skills they have learned, such as writing in the first person. Pupils apply their knowledge when writing independently. Pupils are proud of the work they produce.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. The information is used by staff to ensure that learning is well adapted to meet pupils' needs. This supports them in accessing the same curriculum as their peers.

The school has thought carefully about the important information they want pupils to learn. Staff regularly check that pupils remember what they have learned. At the beginning of lessons teachers check what pupils know. When gaps are noticed, teachers revisit knowledge to remind pupils.

In some areas of the curriculum, the activities in class do not support the pupils to remember the important knowledge that has been identified. In these cases, the planned activities are not connected to the intended learning sharply enough. This means that, while pupils are engaged in activities, they do not always develop their knowledge or make links with what they have already learned.

Pupils are proud to be a part of the school. They know the importance of attending every day and completing their home learning. Pupils enjoy gaining rewards for carrying out these activities. They relish taking on leadership responsibilities as school councillors and play leaders. Pupils enjoy taking part in the extensive range of clubs on offer at all times of the school day, such as crochet and cycling. Pupils love to be active on the playground, joining in games. Pupils learn about fundamental British values. They experience democracy when voting to use class funds. The school makes sure that pupils are prepared for life beyond school. Visitors come into school to teach about tolerance and how to stay safe in the community. Pupils are taught how to manage their emotions if they get upset and know that adults are on hand to help them.

Members of the trust and governors work closely with the school to make sure it focuses on the right things. They know the school well and keep pupils at the heart of all the decisions they make. Staff know that leaders take care of their well-being. They say there is always someone to talk to if they need help.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In very few areas of the curriculum, the planned activities in lessons are not connected to the intended learning sharply enough. This means that while pupils are engaged in activities, they do not always accrue key components of knowledge or make links with what they have already learned. The school now needs to make sure that planned activities are carefully designed to support the intended learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2019.

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	142787
Local authority	Leicester
Inspection number	10347614
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	Board of trustees
Chair of trust	Andy Buck
CEO of the trust	Diana Owen
Headteacher	Lucy Carlisle
Website	www.uplandsacademy.co.uk
Dates of previous inspection	12 and 13 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school has been part of L.E.A.D. Academy Trust since June 2016.
- The school does not use any alternative provision.
- A new headteacher has been appointed since the last inspection.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with governors, including the chair. The inspector also met with the director of school, the deputy CEO and a trustee.

- The inspector met with the headteacher, the deputy headteacher, the assistant headteacher and other senior leaders.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work. The inspector listened to some pupils reading to a familiar adult.
- The inspector met with leaders responsible for pupils' personal development, the provision for pupils with SEND and attendance.
- The inspector observed pupils' behaviour in lessons and around school.
- To evaluate the effectiveness of safeguarding, the inspector 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 inspector considered the responses to the online survey, Ofsted Parent View, and the results of the Ofsted surveys for staff and pupils. The inspector also met with groups of staff and pupils.

Inspection team

Ann Davey, lead inspector	Ofsted Inspector

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