



Uppingham CofE Primary School

Inspection Report

Unique Reference Number 120184
Local Authority RUTLAND
Inspection number 291659
Inspection dates 10–11 January 2007
Reporting inspector Paul Weston HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Belgrave Road
School category	Voluntary controlled		Uppingham, Uppingham
Age range of pupils	4–11		Oakham, Rutland LE15 9RT
Gender of pupils	Mixed	Telephone number	01572823245
Number on roll (school)	126	Fax number	01572823245
Appropriate authority	The governing body	Chair	Mr Jonathan Lee
		Headteacher	Mrs Janet Anning
Date of previous school inspection	1 October 2001		

Age group 4–11	Inspection dates 10–11 January 2007	Inspection number 291659
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This small rural school is situated in the Rutland market town of Uppingham. Pupils are mostly from White British backgrounds with few in the early stages of learning English. The number of pupils claiming free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is similar to that in most schools but there are more with statements of educational need. The number of pupils attending the school has risen in recent years, which has led to greater than average mobility. Pupils' attainment on entry to Reception is generally below that expected. There have been significant staffing changes in the past two years with many staff new to the school. The local authority has plans to amalgamate the school with the other primary school in the town on a new site in the near future. The school gained the national Activemark award in 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

'This is a good school with a warm, welcoming environment and happy children and staff,' proudly wrote one parent. This accurate and perceptive statement summarises the school well. Parents are overwhelmingly pleased with the quality of education provided for their children. From the time they start in Reception, most pupils make good progress in relation to their starting points and capabilities. Consequently, by the end of Key Stage 1, standards are above average. In 2006, some pupils in Year 6 made outstanding progress resulting in standards that were exceptionally high in English and mathematics. Teaching is good. Staff plan interesting and challenging work for the different abilities in each class.

A strong feature of the school's work is the personal development and well-being of pupils, which is good. Very good relationships result in pupils working hard and feeling valued by the staff and by each other. Pupils are cared for well. Attendance is good because pupils enjoy school and want to be there. Their behaviour is good and they show a high level of care and consideration for others. The older pupils willingly take on responsibilities around the school. Another parent reported, 'I am pleased and proud of the school's 'can do' attitude where pupils of all abilities are encouraged to achieve.' The good curriculum keeps pupils interested, and this is well supported by a wide range of after school clubs. These make a valuable contribution to pupils' learning new skills through music, sport and even Latin and Egyptology! The school recognises that the next steps are to further continue developing the curriculum and provide more opportunities to use information and communication technology (ICT).

The highly regarded headteacher has been extremely successful in managing recent staffing changes whilst at the same time dealing with the proposed amalgamation with a neighbouring primary school. She and the new staff team are well supported by a knowledgeable and enthusiastic governing body. All share the headteacher's commitment to ensuring that pupils fulfil their potential. The school knows its strengths and weaknesses well and there is a good capacity to improve. A strong start has been made in implementing assessment and tracking systems. Staff make good use of information about how well pupils are doing to identify those that need extra help and challenge the more able. The school is rightly planning to improve the way that staff mark pupils' work and how they use individual targets to help pupils understand their next steps in learning. In addition, newly appointed subject managers have not yet had the opportunity to check on how well pupils are learning.

What the school should do to improve further

- Continue to develop further appropriate links between subjects so that the curriculum is more thought-provoking, enjoyable and interesting for pupils.
- Ensure marking and target setting provide pupils with more individual guidance about their next steps in learning.
- Enable leaders of subjects to check on teaching to know how well pupils are learning and what is needed to improve provision further.

Achievement and standards

Grade: 2

Pupils make a good start and enter Year 1 with above expected levels in all areas. Good progress continues, so that by the end of Year 2 standards are above average. Throughout Key Stage 2, pupils make good progress in relation to their capabilities. In 2006 standards in Year 6 were exceptionally high in English and mathematics. Many pupils made outstanding progress and targets were exceeded. The achievements of pupils with learning difficulties are similar to those of all pupils. More able pupils are appropriately challenged and increasing numbers are reaching the higher levels. There are differences in the attainment of boys and girls, although this varies in different year groups. Since the last inspection, standards throughout the school steadily fell. The headteacher supported by a new team has arrested the decline and injected greater urgency to improve pupils' progress. For example, following a thorough analysis, staff identified that pupils across the school were not making enough progress in English. As a result of focused teaching and targeted support, pupils are now making better progress. The school knows that there is still more to be done, particularly by creating further opportunities to improve writing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are polite, friendly and confident and they happily work and play together. Most pupils behave well in and around the school and most listen well in class although there are occasional lapses from a few pupils. By Year 6, pupils have developed into well-rounded individuals who have acquired appropriate skills to help them in later life. Very good relationships throughout the school create a happy and supportive school community in which pupils feel valued. Newcomers quickly make friends and settle well. Pupils' spiritual, moral, social and cultural development is good. They develop a strong sense of responsibility and community. For example, pupils join in a wide range of church and town events such as attending Eucharist services, maypole dancing and entertaining elderly residents in the town's care homes. Pupils are very sensitive to the needs of those less fortunate than themselves. They lead active lives and know the importance of healthy eating. Pupils know how to keep themselves and others safe. Pupils take on a wide range of duties around the school. The school council contributes well to the life of the school. For example it recently has played a significant role in the planning of the new trim trail and purchasing of a memorial bench in remembrance of a member of staff.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good which assures a good rate of learning for most pupils. Teachers ensure that activities are matched carefully to pupils' different abilities, and there is a high level of challenge in lessons, particularly for the more able. Enthusiasm for learning is firmly established in Reception and continues in later years. Throughout the school, pupils want to please their teachers because of the warm and supportive relationships. Pupils say their learning is interesting and their successes give them further enthusiasm. One pupil said, 'I like it at school because its fun!' Another added, 'If we get stuck, teachers explain things in easier ways so we can understand them.' Teaching assistants support small groups so that differing needs are met well. Teachers make clear to pupils at the start of lessons what will be learned over the session and review pupils' progress regularly. Teachers do not always have high enough expectations of pupils' presentation, at times accepting poorly formed and untidy writing. Although marking is regular, it often praises without giving pupils enough guidance on the next steps to improve their work.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with a strong emphasis on improving skills in English, mathematics and science. This helps pupils to build a good foundation for their next school, and eventually for the world of work. Statutory curriculum requirements are planned and delivered well. However, development in linking work between subjects to make the curriculum more interesting and enjoyable is at an early stage. There has been good improvement in ICT since the last inspection. The school knows there is still work to do in realising the benefits that ICT can bring to other subjects and to further develop pupils' skills of independence. The curriculum is enriched by a good range of clubs and by visitors to the school as well as by a series of curriculum weeks. For example, pupils thought the recent 'Art Week' was great fun, particularly, 'When we had to paint our hands!' These events are well supported and help to make learning exciting. Additional high quality musical opportunities help to increase pupils' confidence and self-esteem.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for all its pupils. It successfully places the personal care of its pupils at the centre of its work. All pupils are treated as part of the 'school family' and members of staff know the pupils well. They work very closely with parents and outside agencies to safeguard pupils' well-being. Pupils are supported well; their progress is monitored carefully and is now tracked thoroughly. Pupils with learning difficulties are swiftly identified and they are provided with good

additional support. Pupils are given helpful guidance in lessons and this helps them to make good progress. Teachers set class, group or individual targets to help pupils improve their work. However, these are not always fully understood by the pupils. In addition, they do not always refer to these in their teaching or marking. Consequently, the pupils are not as clear as they might be about how well they are doing or what they need to do to improve further.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher provides strong, caring leadership. She is successfully focused on raising standards and promoting the personal development and well-being of learners. She is well supported by her assistant headteacher. The school runs smoothly, enabling teachers to focus on pupils' learning. The school makes good use of all of its resources, including staff, who are deployed effectively. New staff members have been well integrated into school and are increasingly effective. The new team has established clear plans for improvement. Many of the actions to raise standards are having a good impact on improving teaching and learning. In this small school, responsibilities are sensibly shared between staff. Although many staff are new to the role, they are providing good curriculum and planning support for colleagues. However, although subject managers are involved in reviewing the school's work and identifying areas for improvement, they have not yet had the opportunity to check how well pupils are learning and what is needed for them to improve. Governors are enthusiastic, knowledgeable and committed to the school. They receive a good range of information about the school and their support in school is valued. The views of pupils and parents are actively sought. They express high levels of satisfaction with the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 January 2007

Dear Children

Uppingham Church of England Primary School, Belgrave Road, Uppingham, LE15 9RT

Thank you for welcoming me so well to your school. I enjoyed talking to you, watching you learn and looking at your work. I thought you would like to hear what I liked about your school and how it could get even better.

What I liked about your school:

- You are friendly and confident, and happy to talk about what you were doing.
- Most of you behave well in lessons and enjoy what you do, especially when you are working together or have practical activities to do.
- You have some good ideas about how the school can improve.
- Your headteacher and other adults working in the school look after you well and make sure that everyone behaves well and is happy. This makes sure that you can get on in lessons.
- Your teachers and teaching assistants work hard at their teaching and try to get it right for each one of you.
- Your parents really like the school and feel you learn well.

What I have asked your school to do to make it even better:

- Your teachers need to set each of you some clear targets that will tell you what you need to do to improve.
- Your teachers need to link subjects together to make what you learn even more interesting and exciting.
- Your teachers should check what is happening more in other classes and share all the good things they find so that they can learn from each other and get even better.

I feel certain that everyone at the school will continue to work hard to help you learn in the future. You have some challenging targets for 2007. Best wishes and good luck for the future.

Yours sincerely

Paul Weston

Her Majesty's Inspector