

Uppingham C of E Primary

Inspection report

Unique Reference Number	120184
Local Authority	Rutland
Inspection number	339624
Inspection dates	6–7 October 2009
Reporting inspector	Dorothy Bathgate HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Mr. Jonathan Lee
Headteacher	Mr. Iain Peden
Date of previous school inspection	1 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors (HMI). HMI visited 9 lessons, and held meetings with governors, staff, groups of pupils and a representative from the Local Authority (LA). She observed the school's work and looked at documentation relating to self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. HMI analysed the responses of 28 parental questionnaires. She looked at pupils' work, governors' minutes, the school improvement plan, monitoring records, pupil assessment and tracking data and lesson plans.

HMI reviewed many aspects of the school's work. She looked in detail at the following:

- current achievement and standards across all year groups
- the progress made by more able pupils
- pupils' personal development and well-being
- systems for assessment and target setting and how pupils are involved in these
- leadership and management with a view to evaluating the quality of current leadership at all levels and its impact on achievement

Information about the school

Uppingham Primary is a small rural school situated in the market town of Uppingham. Most pupils are of White British backgrounds. The number of pupils claiming free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is above the national average. The proportion with statements of educational need is more than double the national average. Pupils enter the school with levels of skill, knowledge and understanding which are below those expected. A new headteacher took up post in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Uppingham Primary is a good school where outstanding care, guidance and support ensure that children make exceptional progress in their personal, social and emotional development. This is because of the strong focus on helping children to be kind, thoughtful and enthusiastic learners. Pupils feel highly valued because of the excellent relationships which exist at all levels. Their good behaviour is underpinned by outstanding spiritual, moral, social and cultural development. As one parent commented, summing up the views of many, 'Uppingham Primary creates a warm, nurturing environment for children to grow and learn in.'

Uppingham is a highly inclusive school, where there is a firm belief that every child is special and can succeed. The achievement of pupils is good. Standards by the end of Year 6 are generally above average. Current standards of work in Year 6 provide ample evidence that standards are currently good. However, some more able pupils do not make as rapid progress as they could because they are insufficiently challenged in some lessons. Pupils with special educational needs and/or disabilities make good progress overall because of the consistency of guidance and support they receive. Teaching and the use of assessment are good. However, pupils are not given ownership of identifying what they need to improve and in setting their own targets. The enthusiastic approach of staff inspires good motivation from pupils. Consequently, pupils make good progress in lessons. A rich and relevant curriculum ensures that all pupils enjoy their education. The curriculum makes effective links between subjects. In particular, the effective use of information and communication technology (ICT), across all subject areas, promotes good levels of independence and this has developed significantly since the time of the last inspection.

Since the new headteacher took up his post in September 2009, he has been relentless in his determination to continually improve the education of pupils. All staff are clear about the high expectations made of them. There is a rigorous programme of monitoring in place to continually review all aspects of the school's work. However, middle managers are not fully involved in monitoring provision or in the self-evaluation process at the present time. This is mainly due to some recent staff changes, resulting in short-term, temporary measures being put into place. The headteacher and governors are effective in setting a clear strategic direction for the school. The high standards achieved consistently over time, the improvements made since the last inspection and the extremely capable leadership of the new headteacher, show that the school has a good capacity to continue improving further.

What does the school need to do to improve further?

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- improve the teaching of more able pupils so that they make faster progress by:
 - providing more opportunities for challenge and creativity
 - providing open-ended investigations
- raise standards in all core subjects by ensuring that pupils take responsibility for identifying areas for improvement and setting their own targets
- review and develop the role of middle managers so that they are fully involved in monitoring, scrutiny of pupils' work, data analysis and development planning.

Outcomes for individuals and groups of pupils**2**

There has been a consistent trend of good achievement since 2006. A dip in standards at the end of Year 6 in 2009, which was entirely due to unforeseeable, extenuating circumstances, has been swiftly addressed by the new headteacher. On examining current Year 6 work, there is secure evidence of pupils continuing to work at the previously high levels. The attainment of pupils with special educational needs and/or disabilities is consistently above the national average for pupils in similar circumstances. At Key Stage 1, attainment is satisfactory at the end of Year 2 because some more able pupils are not making as good progress as they could to achieve the higher Level 3 grades. The school is aware of the need to provide additional challenge for some more able pupils at both Key Stage 1 and Key Stage 2 in order to ensure that these pupils make more rapid progress. Pupils made good progress in many of the lessons observed, with some outstanding progress for pupils with learning difficulties and/or disabilities, because of the excellent support they receive from highly trained teaching assistants. Pupils enjoy school immensely, attend regularly and are well motivated to learn. Their safety awareness is outstanding. The Year 6 Junior Road Safety Officers are pro-active in supporting their peers with a wide range of road safety issues such as cycling, road crossing and awareness of potential danger from strangers. Pupils maintain that bullying hardly ever occurs and are able to explain confidently the actions they would take if they needed help. Their good understanding of developing and adopting a healthy lifestyle has resulted in the school receiving the National Healthy School Award. Pupils make a positive contribution to the community. They demonstrate a high degree of responsibility when carrying out a variety of class or school jobs. For example, Year 6 pupils help the catering staff to serve lunch in a very mature and responsible manner. All pupils make a valuable contribution to the wider local community through participating in a wide range of events including local environmental initiatives and giving various choir and orchestral performances in local venues. Pupils demonstrate that their preparation for their future economic well-being is good as they apply their basic, social and ICT skills successfully to the activities they are presented with in lessons and around the school.

Pupils' spiritual, moral, social and cultural development is outstanding because of the empathy, tolerance and understanding they show. The strong Christian ethos which permeates the life of the school is tangible. The school is highly successful in promoting Christian values through the experiences it offers to all of its pupils. There is a weekly

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prayer group for pupils led by a volunteer from the local Church. This provides a valuable opportunity for pupils to share prayer together and apply key principles of the Christian faith to their daily lives. There is considerate respect shown for this by both staff and pupils alike.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

A relevant and well devised curriculum is at the centre of the school's work. The curriculum has several distinctive features including an emphasis on practical first hand experiences, as well as regular opportunities for pupils to participate in high quality music and sport. For example, the Year 4 pupils visited a local bakery during the inspection to participate in bread baking as part of their design and technology work this term. Additionally, pupils demonstrated excellent ICT skills through confidently using laptops, digital cameras and wide range of software to support their learning. The lively and enthusiastic approach of staff, their clear expectations and detailed knowledge of individual pupils, results in good teaching and learning. Consequently, pupils make good progress. The calm and supportive manner in which teachers manage the pupils and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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organise their tasks is a consistent and dominant feature of teaching throughout the school. There is a high priority on learning for a purpose and this prepares pupils well for future adult life. A key strength is teachers' skill at diagnosing pupils' individual needs. They use the outcomes of assessment effectively to target their questioning. However, whilst teachers often ensure that more able pupils have harder work to complete than others, sometimes this lacks the challenge that would enable these pupils to demonstrate their skills of creativity and investigation. Additionally, pupils are not involved in identifying areas for development and setting targets themselves.

The Every Child Matters agenda underpins the exceptionally high standards of care that the school provides for pupils. The school gives the highest priority to developing their self-confidence and self-esteem in a secure, friendly, happy environment. Parents appreciate the particular attention paid to individual needs. This is summed up by one parent who wrote, 'Uppingham Primary needs congratulating on its support and inclusion of all pupils.' Intervention programmes to support pupils' progress are highly effective because they are delivered by capable, competent and highly valued teaching assistants.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The new headteacher is providing strong leadership and has already ensured that all staff and governors share a clear vision and a commitment towards placing the needs of all children at the heart of the day-to-day life of the school. Consequently, equality of opportunity for pupils is excellent. Many parents expressed their confidence in the new headteacher. There is a sharp, focussed school development plan in place, as well as a programme for regular monitoring and evaluation of teaching to ensure continual improvement and raise standards. The school has identified that there is a need to review and develop the role of middle managers, to ensure that they are fully involved in a wide range of monitoring activities. The school has good partnerships across a wide range of remits, which include excellent support for pupils' welfare. The school makes a positive contribution to the local community and is regarded by many as an integral part of their lives. Additionally, there is a strong cultural awareness across many areas of the curriculum. Consequently, community cohesion is good.

Governors are fully supportive of the headteacher and committed to the continuing improvement of the school. They take their statutory duties seriously and at the time of

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inspection, safeguarding arrangements were fully met and in line with current government guidance. School leaders are regularly held to account for the work of the school by governors, who have a range of very useful skills. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Pupils enter the school with knowledge, skills and understanding that are generally below the levels expected for their age. The effectiveness of the Foundation Stage is good because the high quality teaching, care and curriculum enable children to make rapid progress. As a result, the majority of children meet the early learning goals at the end of the Reception year. Teaching is good because of staff's appropriate knowledge of how young children learn. Children make exceptional progress in their personal, social and emotional development. They are encouraged to become independent, make choices and take on responsibilities. They quickly learn to take turns, to share and to work together because these experiences are integrated into all their learning experiences. Adults have excellent relationships with children and inspire confidence and success. Regular assessment makes sure all children's individual learning needs are identified and met. The outdoor area provides imaginative and safe areas in which children can play and learn. Children feel safe and secure both inside and outside the classroom. Safeguarding procedures are secure and the children's welfare is promoted well. Leadership and management of the Foundation Stage are good.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents who responded to the inspection questionnaire were positive about the school. Many parents whose children have recently started in the Reception class were pleased with the way they had settled and the progress they were making. Ofsted invited all the registered parents and carers of pupils registered at Uppingham Primary School to complete a questionnaire about their views. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 28 completed questionnaires. In total, there are 99 parents and carers registered at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Uppingham Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	58	13	39	1	3	0	0
The school keeps my child safe	14	42	17	52	0	0	2	6
The school informs me about my child's progress	12	36	18	55	2	6	1	3
My child is making enough progress at this school	13	39	17	52	2	6	1	3
The teaching is good at this school	11	33	21	64	0	0	1	3
The school helps me to support my child's learning	11	33	18	55	2	6	2	6
The school helps my child to have a healthy lifestyle	13	39	15	45	4	12	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	30	17	52	1	3	5	15
The school meets my child's particular needs	11	33	18	55	2	6	2	6
The school deals effectively with unacceptable behaviour	13	39	14	42	4	12	2	6
The school takes account of my suggestions and concerns	8	24	18	55	4	12	3	9
The school is led and managed effectively	15	45	14	42	0	0	4	12
Overall, I am happy with my child's experience at this school	16	43	16	43	3	8	2	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 October 2009

Dear Pupils

Inspection of Uppingham Primary, Uppingham, LE15 9RT

Thank you for making me so welcome when I visited your school recently. I enjoyed meeting many of you and talking to you about your school. I was impressed by your good behaviour both in the classroom and in the playground. You are taught by enthusiastic teachers who want you to achieve high standards. I particularly enjoyed watching some of the Year 4 and Year 5 children create a range of excellent instructional text films using a variety of ICT resources. I enjoyed listening to some of the Year 1 and Year 2 children as they were re-telling stories about their picnic and barbeque adventures. Some of the youngest children were enjoying their play activities so much that they didn't even notice they were learning at the same time. The Year 6 Junior Road Safety Officers presented an outstanding assembly and are doing a great job at helping to keep you safe. Well done to everyone! Those of you who sometimes find learning a bit difficult are extremely well supported by teaching assistants. All the staff and governors take good care of you and you are also good at caring for each other.

I have asked Mr Peden and your teachers to look at some things that could be even better. These are:

- to help those of you who learn quickly to make even more progress by giving you challenges and problems to solve which will make you think imaginatively
- to help you to make even more progress by talking to you about what you think you need to improve in your work and agree your targets together
- to involve some of your teachers more in working with your headteacher to find out what is working well and what needs improving.

Thank you again for making me so welcome. Always remember to do your best.

Best wishes

Dorothy Bathgate HMI

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