

Inspection of Uley Church of England Primary School

Woodstock Terrace, Uley, Dursley, Gloucestershire GL11 5SW

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

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?

The values of live, learn and flourish are woven through daily life at this school. They are well understood by all members of the school community. Leaders have high expectations of what pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Staff encourage everyone to do their best.

Pupils behave well in lessons and around the school. They have a firm understanding of the school rules and what staff expect of them. Pupils demonstrate respect for each other and staff. They know what it means to be a good friend.

Leaders are committed to providing a wide range of opportunities for pupils. A farm trip linked to a geography unit on growing, and cookery, wildlife and recorder clubs are just some of the activities on offer. The school's 'CHIP' (Children in Partnership) council, in which peers vote, comprises members who enjoy representing their classes and having a say in their school. Older pupils talk excitedly about their 'big buddy/little buddy' partnerships with younger pupils and how they enjoy sharing books together. This helps develop a real sense of community and shared love for reading at the school.

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

Leaders and governors have worked determinedly to secure rapid improvement of the school's curriculum since the previous inspection. They have sought advice and acted on it quickly. Leaders have prioritised early reading and curriculum development. Pupils now learn from an ambitious curriculum.

Leaders have introduced a new programme to teach pupils to read. There is now consistency and rigour in how early reading is taught. All staff have been trained to teach children to read. This begins as soon as children start school. Staff model sounds accurately. They regularly assess children's learning and use this information to put precise support in place to address any shortcomings. This ensures that children keep up. Children get off to a strong start with their reading and become fluent readers.

Curriculum thinking for each subject starts in the early years and builds on prior learning. Leaders have planned precisely what they expect pupils to learn and by when. Teachers present information clearly and have the subject knowledge to teach what pupils need to learn. Staff effectively question pupils to check understanding. They encourage them to use newly learned vocabulary in their answers. For example, in the early years, when experimenting with the capacity of different sized objects, children could predict what would happen next. Children used the vocabulary modelled by staff in their responses.

Teachers use assessment well in many subjects to identify gaps in pupils' learning. However, in some foundation subjects, the use of assessment is at an earlier stage

due to the newness of the curriculum. Assessment systems in these subjects are not embedded, so they do not identify misconceptions and gaps that pupils may have. Consequently, some pupils do not remember their learning long term.

Pupils are attentive. They are enthusiastic about their learning. For example, children in Reception class take pride in demonstrating their knowledge of number. They counted out cotton buds to create their own skeleton linked to their learning about the body. Pupils throughout the school have positive attitudes toward learning. There is a calm atmosphere, and pupils are focused on their work.

Leaders have put systems in place to identify pupils who need additional support with their learning. Staff have the same high expectations for pupils with SEND as they do for all learners. Pupils with SEND have personalised support so they can learn well. Leaders' oversight of this additional support and their knowledge of the impact of these strategies lacks clarity in some cases. Nonetheless, pupils with SEND learn from the same curriculum as their peers and achieve well.

Leaders promote the personal development of pupils well. They provide a programme to teach pupils about relationships, health and how to keep safe. Pupils know the importance of a balanced diet and exercise. They talk about breathing exercises that help them to feel calm in times of difficulty. Pupils have a strong sense of equality. They know how to treat others fairly.

Staff appreciate leaders' efforts to consider their workload. They are positive about the impact of their professional development on pupils. Staff say they feel looked after by leaders and governors.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular safeguarding training for all staff. This helps them to remain vigilant and know the risks pupils may face. Staff know how to report any concerns. Leaders follow these up quickly so that pupils and families get the support they need.

Governors regularly check the work done by safeguarding leaders to ensure that safeguarding systems are being implemented. This includes recruitment checks.

The curriculum teaches pupils how to stay safe, including when online. Pupils know who to speak to if they have any worries. They know that staff will listen to and help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, assessment systems are not fully embedded and do not reflect the new curriculum that is in place. This means that leaders do not have an accurate picture of pupils' understanding. Leaders need to fully embed assessment systems in all subjects so that they are confident about what pupils know and can do.
- Systems for leaders' monitoring of the implementation of SEND support are at the early stages. Leaders' knowledge of the impact of provision lacks clarity in some cases. Leaders must check that strategies to support pupils with SEND are having the desired impact.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115657
Local authority	Gloucestershire
Inspection number	10256607
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair of governing body	Graham Wilkes
Headteacher	Zoe Mandeville
Website	www.uleyprimary.co.uk
Date of previous inspection	5 April 2022, under section 8 of the Education Act 2005

Information about this school

- The school is designated as having a religious character. The school is in the Diocese of Gloucester. At the most recent section 48 inspection of the school, carried out in October 2017, the school was judged to be good.
- There is a before and an after-school club for pupils who attend the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school staff, governors, a representative from the diocese and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject

leaders, 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 listened to pupils from Years 1, 2 and 3 read to a known adult.
- Inspectors evaluated the effectiveness of safeguarding. They looked at the school's single central record and records of concerns and at how staff work to keep pupils safe. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, they met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, including free-text responses. They also looked at responses to the pupil survey and responses to the staff survey.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

David New

Ofsted Inspector

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