

# Inspection of a good school: Uffculme Primary School

Ashley Road, Uffculme, Cullompton, Devon, EX15 3AY

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Inspection dates:

26 to 27 March 2024

## Outcome

Uffculme Primary School continues to be a good school.

## What is it like to attend this school?

Pupils at Uffculme Primary School are happy, enthusiastic learners. They relish the challenge of learning new topics. For example, Year 4 pupils spoke knowledgeably about the impact of the volcanic eruption on the citizens of ancient Pompeii. Children in Reception were observed eagerly identifying key words hidden in Easter eggs around the setting.

Through the curriculum, pupils develop kindness, respect and empathy. Pupils learn to form strong friendships. Consequently, pupils are happy and proud of their school. Therefore, they attend well. Behaviour in lessons and around the school site is excellent. Pupils are confident that adults will resolve any worries they have. Pupils play well together. Children in Reception learn the routines of school very well.

Pupils have many opportunities to develop their understanding of the wider world. Pupils experience the importance of democracy through voting for the school council. Older pupils are appointed as sports leaders to organise games at lunch and breaktimes. Most pupils represent the school in external sporting and cultural events. Visits to places of religious and cultural significance further support pupils' knowledge of the wider world. For instance, the whole school visits the village church to celebrate Easter.

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

The school has high ambitions for pupils. Staff share the unwavering determination of leaders to ensure that pupils thrive academically, socially and emotionally. Governors and trustees know the school's strengths and weaknesses well. They provide support and challenge in equal measure.

Leaders have implemented a well-structured curriculum that supports pupils to learn a range of subjects effectively. From the Reception Year to Year 6, pupils build on their prior knowledge successfully. As a result, pupils develop increasingly more complex understanding. For example, pupils in Year 6 are able to apply their historical knowledge of World War II to the study of an extract from a novel in English. Teachers' subject

knowledge is strong. The school has revised the English curriculum so that pupils read a breadth of texts. However, pupils do not always have opportunities to study these texts in depth or extend the ways in which they craft their writing.

Reading is a priority of the school. The library is well stocked and pupils are eager readers. Pupils learn to read well because the early reading programme is very well planned. This supports children in the Reception Year and pupils in key stage 1 to use their phonic knowledge accurately. Staff are very knowledgeable about the teaching of phonics. They are swift in identifying and helping pupils who have gaps in their phonic knowledge. As a result, pupils become confident and fluent readers.

The school ensures that pupils with SEND receive the right support at the right time. Staff tailor this support to meet the needs of such pupils well. The school's 'No Outsiders' programme is highly effective in ensuring that pupils learn the importance of inclusion. Consequently, pupils with SEND are well supported for their next steps.

Children in the Reception Year flourish. Through the curriculum, children develop strong language skills. Carefully-planned activities support children to voice their imaginative interpretations of the world around them. Children's writing skills are well developed. Many form letters and words with dexterity. Children's mathematical knowledge is developed well through the curriculum so most children develop secure numerical understanding.

Pupils learn how to keep physically healthy and how this impacts on their mental wellbeing. For example, pupils are highly enthused about learning a range of sports. Starting with children in the Reception Year, the physical education curriculum is skilfully constructed to support pupils' development. For example, pupils learn the rules and techniques of hockey every year, resulting in the development of more complex knowledge and skill as they move through the school.

The school has developed a comprehensive personal development programme. Pupils learn how to keep themselves safe, both online and in the wider community. They learn about the importance of healthy relationships. Through the curriculum, pupils develop into well rounded, polite and welcoming citizens of the future.

## **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, teachers do not extend pupils' knowledge and understanding. This limits the degree to which pupils are able to demonstrate in-depth subject knowledge and skills. The school and the trust should support pupils to deepen their

understanding of subject concepts and ideas to prepare them well for what they will learn next.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in April 2015.

## 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

<b>Unique reference number</b>	139887
<b>Local authority</b>	Devon
<b>Inspection number</b>	10313289
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Max Graesser
<b>CEO of trust</b>	Lorraine Heath
<b>Headteacher</b>	Fraser Wallace
<b>Website</b>	<a href="http://uffculmeprimary.bep.ac">uffculmeprimary.bep.ac</a>
<b>Date of previous inspection</b>	22 October 2020, under section 8 of the Education Act 2005

## Information about this school

- The school is a part of the Blackdown Education Partnership.
- The school uses one unregistered alternative provider.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held discussions with the headteacher and members of the leadership team. They also held discussions with governors.
- Inspectors carried out deep dives in English, early reading, and physical education (PE). In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- An inspector listened to pupils from Years 1 to 3 read to an adult.

- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- To evaluate the effectiveness of safeguarding, 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 reviewed behaviour in lessons and around the school.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils.

### **Inspection team**

Susan Aykin, lead inspector

His Majesty's Inspector

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