

Inspection of a school judged good for overall effectiveness before September 2024: The Uffington Church of England Primary School

School Lane, Uffington, Stamford, Lincolnshire PE9 4SU

Inspection date: 7 January 2025

Outcome

The Uffington Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy attending this school and describe it as a small, happy family. Teachers greet pupils warmly at the gate each morning, creating a caring atmosphere. They check for any worries or concerns, making everyone feel welcome and supported.

Staff have high expectations, and pupils respond well. They enjoy learning and achieve success. For example, pupils in Year 2 read aloud books matched to their improving phonics knowledge, sounding out unfamiliar words confidently. Years 5 and 6 pupils explain concepts like friction, showing their understanding from the science curriculum.

Pupils show the school's values through the 'Guiding Lights' initiative, acting as agents for change in their community. They deliver harvest bouquets to the elderly, fostering kindness, responsibility and a sense of purpose. These activities reflect the school's ethos.

Behaviour is calm and positive, with pupils following routines and engaging well in lessons. Staff know pupils well, fostering strong relationships that create a supportive environment where pupils feel valued and encouraged to succeed.

Parents and carers describe the school as caring and supportive, with staff focusing on well-being. Pupils are happy and thriving. They receive the support they need in a highly nurturing environment.

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

The curriculum is broad and ambitious across a wide range of subjects. The curriculum is well-organised, so that it builds on what pupils already know. The school's shift towards discrete subject teaching allows teachers to deliver focused lessons, ensuring that pupils develop a clear understanding of each subject. This approach supports both effective teaching and confident learning across the curriculum.

Recent curriculum changes have strengthened teachers' subject knowledge, enabling them to present information clearly and confidently. Teachers use the detailed information they receive about pupils with special educational needs and/or disabilities (SEND) to adapt lessons well and remove barriers. The school has robust systems for identifying needs early, enabling targeted support to be provided. Pupils with SEND achieve well.

Questioning is used effectively in order to check pupils' understanding of key knowledge and to address misconceptions as they arise. However, teachers do not always break down activities into manageable steps, which can result in some pupils disengaging. Additionally, in some foundation subjects, not enough time is allocated to developing subject-specific skills. This limits opportunities for pupils to deepen their understanding and apply their learning fully.

The school has a strong reading culture. Children start to read as soon as they start in the Reception Year. Expert staff support pupils in developing the skills they need to read with confidence. Books are carefully chosen to match the stage of reading they have reached. For those who struggle to read with fluency, precise support is put in place to develop these pupils to help them catch up with their peers. As pupils progress through the school, a love of reading is fostered through engaging class texts and activities that promote reading for pleasure. 'Reading ambassadors' play a key role, encouraging younger pupils and setting challenges that inspire a love of books across the school. Pupils view reading as enjoyable and essential.

In the early years, children actively explore a well-organised environment that supports their development in key areas of learning. Children engage in activities that spark curiosity and collaboration, such as digging for fossils and building with blocks. Staff model high-quality vocabulary and encourage interactive discussions, stretching children's thinking and building their confidence. Teachers use outdoor spaces like the mud kitchen and 'maths zone' to promote problem-solving and language skills. These purposeful experiences prepare children for the more formal learning of key stage 1, ensuring that they are ready to thrive.

Pupils follow routines effectively and show respect for their peers and staff. Lessons are focused. Pupils understand and uphold the school's rules, creating a harmonious and supportive learning environment. The school ensures strong attendance through rigorous monitoring and proactive communication with families.

The school provides a wide range of opportunities to support pupils' personal development. Pupils take on leadership roles, such as house captains and school council

members, promoting responsibility and teamwork. Pupils learn about managing money, understanding different family structures and making healthy lifestyle choices. Pupils demonstrate inclusivity and respect, speaking confidently about fundamental British values, such as democracy and tolerance. Extra-curricular activities, including charity events and enrichment trips, help broaden pupils' horizons and deepen their understanding of the wider world.

While they are refining their strategic roles, governors demonstrate commitment to holding leaders accountable and supporting the school's vision. They understand their statutory responsibilities well. Staff enjoy working at this school. They report that leaders engage with them well. They appreciate the fact that leaders consider their workload and well-being as they make improvements to make the school even better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teaching activities are too broad for some pupils. For these pupils, these activities are too much to process. They lose focus and do not engage as well as they should with learning. The school should ensure that teaching activities are broken down to allow all pupils to engage effectively.
- In a few foundation subjects, not enough time is given to pupils to practise subject-specific skills. As a result, pupils do not always gain the understanding they need to apply these skills as well as they should. The school should ensure that teaching supports sufficient development of subject-specific skills.

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 February 2020.

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	120541
Local authority	Lincolnshire
Inspection number	10347433
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	90
Appropriate authority	The local authority
Chair of governing body	Petar Opacic
Headteacher	Andrew Evans
Website	www.uffingtonprimary.co.uk
Dates of previous inspection	11 and 12 February 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- This is a Church of England school in the Diocese of Lincoln. The most recent section 48 inspection of The Uffington Church of England Primary School took place in May 2018.
- Since the previous inspection, a new headteacher and chair of governors have taken up their substantive roles.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and members of staff.

- The lead inspector held telephone conversations with the chair of governors and representatives of the local authority.
- The lead inspector met with the SEND coordinator and discussed the provision for pupils with SEND.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors spoke with parents and considered the responses to Ofsted Parent View, including the free-text comments. Inspectors considered the feedback from pupils and staff to their respective Ofsted surveys.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

Sally Manz

Ofsted Inspector

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