

Inspection of Uphill Village Academy

Old Church Road, Uphill, Weston-Super-Mare, Somerset BS23 4XH

Inspection dates:	8 and 9 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Samantha Hodder. This school is part of Cabot Learning Federation, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Steve Taylor, and overseen by a board of trustees, chaired by Professor Yvonne Beach. There is also an Education Director, Susie Weaver, who is responsible for this school.

What is it like to attend this school?

Pupils are rightly proud to attend Uphill Village Academy. They take full advantage of the opportunities they have to contribute to their school and local community. Pupils develop a deep understanding of the world around them through participating in projects. For example, about plastic pollution and becoming kindness ambassadors, ensuring the school is respectful and welcoming. One parent describing the school like 'an extended family' expressed the typical views of many parents and carers.

The school has high expectations of all pupils. The curriculum is exceptionally well designed, which means pupils successfully build their knowledge over time. As a result, pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged achieve well. Pupils enjoy talking about their learning and have the vocabulary and oracy skills to do so. Children in the early years foundation stage (EYFS) thrive. They get off to a strong start, settling quickly into the school's routines.

Pupils' behaviour is exemplary. They are polite and thoughtful to one another, to staff and visitors. Pupils feel a keen sense of belonging. Many take on positions of responsibility. These pupils are wonderful representatives for their school and role models for younger pupils.

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

The trust has supported the school to identify precisely what pupils need to learn at every stage and in every subject. It provides a range of opportunities for staff at all levels to develop their subject expertise. As a result, staff have excellent subject knowledge and understand how to deliver the curriculum so that pupils remember what they learn.

Pupils enjoy their learning. The curriculum is enriched with visits and experiences. Many pupils make meaningful links within and between their subjects. The school's approach to teaching vocabulary and oral skills is highly effective. For instance, pupils are able to discuss and debate, building on one another's ideas and deepening their own understanding. Pupils across the school produce high quality work. They are well-prepared for the next stage of their education. Children in Reception enjoy their learning in all areas, including early reading and mathematics. They quickly learn to use their new knowledge in play-based activities.

Teachers present information clearly and check that pupils have understood before moving on, including pupils with SEND. These pupils are well-supported with the help of additional adults, when appropriate. The trust and academy councillors maintain a sharp focus on ensuring all pupils access the school's curriculum. Where outcomes in subject areas have shown some variation, the school is supported to take prompt action and adapt the curriculum appropriately.

Reading underpins much of the school's curriculum. Children in Reception start learning phonics as soon as they begin school. They quickly start to match letters to the sounds they make. The reading curriculum for older pupils exposes them to a range of texts. The

school has effective systems in place to ensure that pupils who have fallen behind are supported effectively to catch up. The vast majority of pupils read for pleasure, motivated in part by awards and celebrations. Children in the EYFS learn familiar stories in detail inside-out. This supports their learning in other areas. For example, after reading *The Three Little Pigs*, children learn about the properties of different materials by building houses from bricks and straws. Books for older children provide them opportunities to learn about equality and diversity.

Incidents of low-level disruption and bullying are extremely rare. Pupils have a deep respect for one another and demonstrate high levels of self-control. However, on the rare occasion that pupils' behaviour does not meet the schools' expectations, it responds fairly. The school knows every pupil well and works effectively with families to support them when needed. Children in the EYFS learn to listen, take turns and work together to solve problems. As a result, pupils feel happy, safe and well-cared for.

The school's vision of 'Learning Without Limits' is achieved through the way its academic curriculum and focus on character development complement one another. Governors effectively support the school to ensure this vision is fully realised. All pupils enjoy learning about other cultures and religions, different kinds of families and topical issues. They develop a strong understanding of the protected characteristics and how to treat people fairly. Pupils are active citizens, contributing to the way the school runs and representing their school in charity and sports events. Many of them take part in extra-curricular clubs and activities, including art, music and sports. Pupils have a strong understanding about how to keep themselves safe, including when online. They are well-prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

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	148160
Local authority	North Somerset
Inspection number	10344848
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	Board of trustees
Chair of trust	Professor Yvonne Beach
CEO of the trust	Steve Taylor
Principal	Samantha Hodder
Website	www.uphillvillageacademy.clf.uk
Dates of previous inspection	18 and 19 July 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of Cabot Learning Federation.
- The school does not currently use any alternative provision.
- The school runs its own breakfast and after school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also looked at the wider curriculum in history and geography.
- Inspectors analysed responses to Ofsted's online survey, Ofsted Parent View.
Inspectors also considered the responses of staff to Ofsted's online survey.
- Inspectors spoke with groups of pupils during lessons and social times. They met with staff who oversee the personal development and behaviour of pupils.
- To evaluate the effectiveness of safeguarding, the lead inspector: 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.
- An inspector met with the special educational needs and disabilities coordinator and discussed how they identify and support pupils with SEND.
- The lead inspector met with the principal and executive principal, the chair and vice-chair of the local academy council and the CEO of Cabot Learning Federation.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Chris Hansen

Ofsted Inspector

Steve Wigley

Ofsted Inspector

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