



Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP
Telephone 01572 722577
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Ladies and Gentlemen,

A meeting of the **RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held in the Council Chamber, Catmose, Oakham, Rutland LE15 6HP on **Tuesday, 6th June, 2023** commencing at **4.30 pm** when it is hoped you will be able to attend.

Yours faithfully

Mark Andrews
Chief Executive

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. A protocol on this facility is available at www.rutland.gov.uk/my-council/have-your-say/

Although social distancing requirements have been lifted there is still limited available seating for members of the public. If you would like to reserve a seat, please contact Democratic Services at democraticservices@rutland.gov.uk. The meeting will also be available for listening live on Zoom using the following link: <https://us06web.zoom.us/j/87886877751>

A G E N D A

A MOMENT FOR REFLECTION

We gather together here today intent on doing good work.

We seek to represent fairly and well, those who have given us this task.

May our efforts be blessed with insight, guided by understanding and wisdom.

We seek to serve with respect for all.

May our personal beliefs give us strength to act honestly and well in all matters before us.

1) WELCOME AND APOLOGIES RECEIVED

2) RECORD OF MEETING

To confirm the minutes of the meeting of the Rutland SACRE held on the 14th March 2023.

3) ACTIONS FROM THE PREVIOUS MEETING

No.	Ref:	Action	Allocated to:
1	6	It was agreed that the new development plan should include items regarding the assessment of RE, diversity and world views as these had been raised by schools in the questionnaire.	Gurdev Singh & Amanda Fitton
2	7	It was confirmed that feedback from the meeting held on Thursday, 16th March 2023 with Jane Lewis Assistant Diocesan Director of Education, Diocese of Peterborough would be provided at the next meeting of the Rutland SACRE.	Amanda Fitton
3	8	It was agreed that the Chair and the SACRE/RE Advisor would write a draft a letter on behalf of the Rutland SACRE to all Councillors and the local MP regarding RE teacher recruitment.	Gurdev Singh & Amanda Fitton
4	9	It was queried if SACRE would be able to monitor and evaluate schools' performance against the new Agreed Syllabus. The SACRE/RE Advisor confirmed that this would be included in SACRE's new development plan and would be a standing agenda item at future network meetings.	Amanda Fitton
5	9	The group requested if children's work regarding RE and diversity could be viewed by SACRE members to identify what work was being done in schools. The Service Manager – Learning and Skills and the SACRE/RE Advisor confirmed that they would speak to schools.	Lizzie Papworth & Amanda Fitton
6	10	The SACRE/RE Advisor confirmed that information about the Agreed Syllabus Conference and the 16 workshops would be sent to all schools and she agreed to send the Clerk the timetable of activities for distribution to SACRE members.	Amanda Fitton

4) SACRE MEMBERSHIP

A. ELECTION OF NEW CHAIR

To appoint the Chair of the Rutland SACRE for the municipal year 2023-2024.

B. ELECTION OF NEW VICE CHAIR

To appoint the Vice Chair of the Rutland SACRE for the municipal year 2023-2024.

C. APPOINTMENT OF NEW MEMBERS

To review the current membership of the Rutland SACRE and identify any vacancies.

(Pages 7 - 8)

5) NASACRE CONFERENCE/AGM: UPDATE

To receive a verbal briefing from Gurdev Singh and the Rev James McWhirter following their attendance at the NASACRE Annual Conference held at the Fishmongers' Hall, London on Monday, 22nd May 2023 (details attached).

(Pages 9 - 16)

6) AGREED SYLLABUS: LAUNCH UPDATE

To receive a verbal update from Amanda Fitton, SACRE Advisor regarding the launch of the new Agreed Syllabus for Religious Education.

STANDING AGENDA ITEMS

7) RUTLAND SACRE DEVELOPMENT PLAN 2023-2028

To review the Rutland SACRE Development Plan for 2023-2028.

(Pages 17 - 18)

8) UPDATE ON NETWORK MEETINGS

To receive an update from Amanda Fitton, SACRE Advisor on Network Meetings.

9) TRAINING ATTENDED BY SACRE MEMBERS

To receive a verbal update from Members of SACRE on any training attended.

10) MONITORING OF RE IN SCHOOLS AND OFSTED INSPECTIONS REPORT

To receive a verbal report from Elizabeth Papworth, Education Development Lead and copies of any new OfSTED Inspection Reports.

- Edith Weston Academy
- The Shires at Oakham
- Ryhall CofE Academy
- Uppingham Community College
- Ketton CofE Primary School

(Pages 19 - 58)

11) WORK PLAN

To review/update the Work Plan for 2023-2024.
(Pages 59 - 60)

12) ANY URGENT BUSINESS

13) DATE OF NEXT MEETING:

Tuesday, 12th September 2023 at 4.30 p.m. in the Council Chamber, RCC,
Catmose, Oakham, Rutland LE15 6HP.

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DISTRIBUTION

MEMBERS OF THE RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION):

GROUP A – Representatives of faiths (other than Church of England) and world views		
1.	Gurdev Singh (CHAIR)	The Sikh Faith
2.	Bjoern Finke	The Roman Catholic Church
3.	Madeleine Gilbert	The Baptist Church
4.	Sheila Gewolb	The Jewish Faith

GROUP B – Church of England Representatives		
5.	Daniel Alfieri	Peterborough Diocese
6.	James McWhirter (Revd)	Rutland Deanery
7.	Mary-Anne Marples	Peterborough Diocese

GROUP C – Teacher Representatives		
8.	Cara Topping	Primary Teacher Representative
9.	Megan Davis	Primary Teacher Representative

GROUP D – Local Education Authority Representatives		
10.	Councillor Christine Wise	Rutland County Councillor
11.	Councillor Steve McRobb	Rutland County Councillor

Local Education Authority Officers		
12.	Amanda Fitton	SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council
13.	Lizzie Papworth	Service Manager – Learning and Skills, RCC
14.	Jane Narey	Clerk, RCC

Agenda Item 4c

SACRE MEMBERSHIP: 2023-2024

'Member' means a member of Rutland SACRE, usually appointed, but includes a substitute or co-opted member.

A meeting will only be quorate if all four of the following groups are represented:

- Group A - Representatives of other Churches and faiths
- Group B - Church of England Representatives
- Group C - Teacher Associations
- Group D - Local Education Authority Representatives

A Member can only represent one group. Rutland SACRE has the power to co-opt members as agreed by the majority of its members. All members are entitled to speak and vote on any issue, but substitute or co-opted members may speak but not vote at any meeting. Rutland SACRE will always seek to reach decisions on a consensus basis but in the event of a vote being taken only one vote is allowed from each of the FOUR groups. In the event of a tied vote on any issue the Chair may exercise the casting vote.

In addition, there is a Local Authority SACRE Officer or Adviser (Amanda Fitton) and a Local Authority SACRE Clerk (Jane Narey). Both are appointed by the Local Authority but neither have voting rights.

Membership

Group A	No. of representatives permitted	Current Member
Baptist Church	1	Madeleine Gilbert
Humanist UK	1	
Jewish Community	1	Shelia Gewolb
Methodist Church	1	
Muslim Community	1	
Quakers	1	
Roman Catholic Church	1	Bjoern Finke
Sikh Community	1	Gurdev Singh
United Reform Church	1	
Group B		
Rutland Deanery	2	James McWhirter (Revd)
Peterborough Diocese	2	Daniel Alfieri / Mary-Anne Marples
Group C		
Teacher Representatives	5	Megan Davis / Cara Topping
Education Support Staff	1	
Group D		
Local Authority County Councillors	2	Councillor Christine Wise Councillor Steve McRobb

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Agenda Item 5



2023 CONFERENCE & AGM Celebrating 30 years: SACREs for the Future Monday 22 May 2023

Fishmongers' Hall, London
10:30-15:30

Twitter handle: [@NASACRE](https://twitter.com/NASACRE)
Tag us: #NASACRE2023

PROGRAMME	
Time:	Details:
10:30	Arrival and registration, refreshments and display space Showcasing presentation: 1993 - NASACRE memories - 2023
11:00	Welcome and introductions Linda Rudge (Chair of NASACRE)
11:15	Keynote Address 1: An education in religion and worldviews - the next 30 years? Dr Kathryn Wright <i>Kathryn is the Chief Executive of Culham St Gabriel's Trust, an endowed charitable foundation whose vision is for a broad-based, critical reflective education in religion and worldviews contributing to a well-informed, respectful and open society. Kathryn leads the strategic direction of the Trust.</i>
11:35	Table discussions on keynote 1
11:50	Break
12:10	Keynote Address 2: The role of SACREs in the emerging educational landscape Our Patron, Charles Clarke <i>Charles holds Visiting Professorships at Lancaster University and Kings College London. In 2015 he wrote, with Professor Linda Woodhead, "A New Settlement, Religion and Belief in Schools".</i>
12:30	Table discussions on keynote 2
12:45	Introduce nominees for elections (notified by 5 pm, Friday 12 May 2022)
13:00	Voting for elections
LUNCH	There is a space available for prayer during lunchtime
13:45	Westhill Awards Winners announcement
13:55	National analysis of SACRE annual reports: Dr David Hampshire
14:15	Table discussions and questions to speakers
14:30	30 years Celebration <ul style="list-style-type: none"> • SACRE 30 years Quiz • SACRE Awards
14:55	Business Meeting <ul style="list-style-type: none"> • Apologies for absence • Minutes of AGM 23 May 2022 • Chair's report • Secretary's report • Accounts and Treasurer's report • New Executive: announcement

		<ul style="list-style-type: none">• Matters arising from the Minutes not previously addressed• AOB (<i>notified by 5 pm, Friday 12 May 2022</i>)
15:20	Closing remarks - Chair	
15:30	Close	

Virtual Workshops		Please indicate 1st, 2nd and 3rd choice
4-5 pm		
5-6 pm		
7-8 pm		
Twitter handle: @NASACRE Tag us using: #NASACRE2023		
Mon 5 June 4-5 pm	<p>Title: <i>How Culham St Gabriel's Trust (CStG) can support your SACRE</i></p> <p>From: CStG and REOnline</p> <p>Presenter: Dr Kathryn Wright, CEO, CStG</p> <p>Brief: How CStG can support your SACRE in various ways.</p>	
Tues 6 June 7-8 pm	<p>NASACRE & Westhill grants: winners 2021-2022</p> <p>Title: <i>Exploring how faith contributes to the local community</i></p> <p>Presenter: Nottinghamshire SACRE</p> <p>Brief: Pupils from five different schools visited various social justice programmes organised by faith communities. We will look at excerpts from films, creating compelling learning experiences that are relevant to issues in our complex society and which came to the fore through the pandemic experience.</p>	
Wed 7 June 4-5 pm	<p>NASACRE & Westhill grants: winners 2021-2022</p> <p>Title: <i>The Synagogue: nine modules covering different aspects of KS2 and KS3 curriculum on Judaism.</i></p> <p>Presenter: Leeds SACRE, in association with Calderdale & Kirklees SACRE</p> <p>Brief: Each module is approximately 5 to 7 minutes long and consists of interviews with 3 Rabbis from the Orthodox community and a female representative from the Reform Synagogue covering different aspects of what goes on in a Synagogue with both points of view covered.</p>	

Thurs 8 June 4-5 pm 1 of 2 workshops	<p>NASACRE & Westhill grants: winners 2021-2022</p> <p>Title: <i>Multi-faith approaches to diversity and racial equality</i></p> <p>Presenter: Wolverhampton SACRE</p> <p>Brief: A student-led project which aims to develop pupil and teacher understanding of the approaches to diversity and racial equality across different religions and worldviews. One key aim is strengthening RE in Secondary schools, particularly within the Post-14 curriculum.</p>	
Thurs 8 June 5-6 pm 2 of 2 workshops	<p>Title: <i>How can sacred texts support RE learning?</i></p> <p>From: British Library</p> <p>Presenters: Claire and Katie Adams</p> <p>Brief: Following the release of some new KS2 RE materials for teaching about sacred texts from the British Library, this workshop seeks to help SACRE members understand how the resources can support their agreed syllabus and high standards in RE practice.</p>	
Mon 12 June 4-5 pm	<p>Title: <i>What have we learnt from the NASACRE FOI request?</i></p> <p>Presenter: Dr Paul Smalley</p> <p>Brief: What we have learnt about SACREs and their funding and what this means for the future. How can SACREs work with their LA to gain funding from CSSB funds?</p>	
Tues 13 June 5-6 pm	<p>NASACRE & Westhill grants: winners 2021-2022</p> <p>Title: <i>The Tameside Schools Welcome project</i></p> <p>Presenter: Tameside SACRE</p> <p>Brief: The project is a partnership between schools and faith communities. It was designed to deepen Tameside pupils' understanding of faiths and beliefs through educational, first-hand encounters with communities and people of faith in places of worship, online, or through visits to schools.</p>	
Thurs 15 June 5-6 pm	<p>NASACRE & Westhill grants: winners 2021-2022</p> <p>Title: <i>REal Resources: Interfaith Dialogue Conference</i></p> <p>Presenter: Bromley SACRE</p> <p>Brief: Through two Interfaith Dialogue Conferences, this project looked at understanding religious diversity in the local area and in the community. Recordings of these have been formatted into REal video resources of real people talking about lived experiences in the real world.</p>	

National Association of SACREs

AGM 2023: Chair's Report

Our Secretary, Sue Holmes, has provided her usual detailed report, giving us an overview of the year and making it very clear that our future needs you. Thanks to Sue for all her tireless work and expertise, and to every member of the Executive committee for their commitment to the association. Special thanks to all those who are leaving the committee this year – we will miss you – but for some the long arm of co-option will be reaching out.

It is with real sadness that we note the absence of very dear friends and colleagues on the committee, and from amongst our membership, and it is vital on the occasion of our 30th Anniversary that we record the achievements and expertise of Lesley Prior and Elizabeth Jenkerson, as detailed in our Secretary's report. Without their tireless efforts, sharp insights and good humoured contributions, NASACRE wouldn't be where it is today.

Our national association is successful and well-respected, an authority that others come to for advice, and with expertise spanning RE and collective worship, knowledge and expertise in how to Chair and Clerk SACRE meetings, where to find information, how to manage membership and constitutions with the local authority, and how to just keep going... while stringing together the pearls of wisdom of SACREs nationally.

While the past certainly is another country, it was prophetic that in the wake of the 1988, 1992 and 1993 Education Acts, SACRE members and high-profile national figures knew that a national association of the Standing Advisory Councils on RE was going to be instrumental in the survival of the subject and its related areas.

You can do your own search online for economic, social and cultural history of 1993 as well as searching your own memory banks if you were there – and searching for key educational changes reveals the gradual 'working out' of the effects of a new organisation called the Office for Standards in Education, and the provision of royal assent to the Education Bill, Choice and Diversity: a New Framework for Schools. Within it, clauses related to school governance (especially grant maintained status) and also those covering the curriculum, led to a draft Circular from the DfE which eventually became *Circular 1194* on RE and Collective Worship. This pearly Queen of Contradictions is still with us – it has never been withdrawn. In 2023 NASACRE has started another conversation about the implications and effects of this Circular with the professional RE network AREIAC, and with the current Department for Education.

This year of 2023 has been full of moments that suggest the *'there and back again'* theme of a 30th Pearl Anniversary. We have worked with other partners and with the RE Policy Unit to secure some improvement in the supply and retention of teachers of RE, and to provide SACREs and the DfE with data about funding. We have also continued the discussions about RE, as the subject moves to another phase in its identity. Pedagogical discussions about the process and philosophy of education in religion and worldviews, or big ideas for RE and how we might address these in new Agreed Syllabuses, have absorbed us. And collective worship has moved back up the collective agenda.

SACREs need to be well-informed, professionally and democratically supported, flexible, resilient - and nurtured. After all, for many of us this is an entirely voluntary activity, provided because of a conviction - or several - about teachers, schools, the subject, local democracy and the world in which we share our community lives. We hope you agree that NASACRE provides some of what you need to add to the 'strings of pearls' forming around this influential and democratic network.

In the first Briefing of this academic year, I noted:

"As we look forward to our pearly 30th year as an association, and a celebration at our Conference in May, we can be proud of the pearls of wisdom that emerge from our membership and the people they work with in schools, local authorities, faith communities, universities and beyond.

We also know that pearls emerge in oysters through the effects of grit and irritation – I'm not going to risk extending the metaphor, but we all wish you well as we work together for the benefit of the subject, its teachers, and those who learn with them in these difficult times."

I stand by that whole statement as we begin the next part of our future together.

Linda Rudge

National Association of SACREs

AGM 2023: Secretary's Report

Our NASACRE Executive 2022-23:

Officers (4):

Linda Rudge (Chair), Sue Holmes (Secretary), Saquat Ali (Treasurer), Paul Smalley (Executive Assistant)

Members (6):

Anne Andrews, Denise Chaplin, Claire Clinton, Sheila Gewolb, Elizabeth Jenkerson, Sukaina Manji

Co-opted (2): *Michael Metcalf, Lesley Prior*

Admin: *Marie Cooper*

Webmaster: *Matthew Tulley*

Over the last year, the NASACRE Executive Committee finally met in person in November in London, and then had to revert to meeting on other occasions remotely on Zoom, due to train strikes and sickness. The Exec met in June, September and November 2022, and in February and March 2023. So great was the volume of work, that a strategic sub-group of officers has additionally met twice across the year.

We are so delighted that we can once more hold our **SACREs for the Future** conference in the flesh after a 4-year hiatus, especially since we're celebrating 30 years since NASACRE was launched in 1993. And it's not without various trials and tribulations that we are meeting in Fishmongers' Hall, just two weeks after King Charles' Coronation. With various members of the Exec falling sick and the ongoing scourge of COVID afflicting our members from time to time, it has been a demanding year, with fewer Exec members to share the numerous tasks. The role of Vice Chair has been vacant for another year, so we retained as co-optees, some members who would otherwise have retired, just to ensure that NASACRE continued to function... we haven't met such a situation before, but we're hopeful that we can elect a Vice Chair this time round. Please continue to be mindful of the importance of supporting the sustainability of your association by offering your SACRE members' skills and ideas, so we can continue to move forward.

Our successful webinar programme attracts large numbers of participants, providing new opportunities for discussion and support as we meet together. It is helpfully providing extra choices for members who would otherwise not be able to attend a face-to-face conference, and allows SACREs to showcase their Westhill Award and other work to a wider audience. We hope you agree that the cost provides excellent value for money - especially for subscribed SACREs - and we're now settling into a regular programme of support which we can repeat and extend year on year. Do let us know if your members have ideas for new themes and aspects of SACRE's work that you'd like us to address.

Deborah Weston from the RE Council's Policy Unit (REPU) joined an Exec meeting to update on matters concerning the White Paper and academisation programme, and we've continued to publish such news in our regular *SACRE Briefings* - a lifeline of communication to support members. Executive officers meet regularly with the DfE to air current issues and concerns, and others represent NASACRE at REC board meetings and the IFN. These meetings are invaluable to our strategic partnership working.

Your Executive continues to work on the priorities identified in our Development Plan which is available to view online, along with the Minutes of our meetings. We are in process of registering NASACRE as a charitable incorporated organisation (CIO). We must thank Matt, our webmaster, for continuing to tweak our new website and we're always happy to hear your suggestions to improve it. We really do want to share SACRE success stories and recommendations of good practice. At our AGM, we are recommending minor changes to our Constitution to reflect changes to our way of working.

We hope you found the first analysis of SACRE annual reports interesting in 2022, and are ready for a second round. We made a second FOI request to all LAs last year about SACRE funding, and the results of that will show whether LAs are responding to our repeated messaging about the paucity of SACRE funding across the country, and the difference it would make if all local authorities took the work of SACRE a lot more seriously, by increasing their funding.

As we come to the end of yet another challenging year, Elizabeth Jenkerson retires from the Exec and Sukaina Manji comes up for re-election, Claire Clinton has served a full 6 years, but we're very anxious to co-opt her back to the Exec in her role as Director of the new Regional Hubs. Claire is invaluable to us as she oversees our webinar programme, and it's essential that we further work with regional hub leads. We must thank Elizabeth for everything she has contributed to NASACRE over the best part of 10 years. She is currently very poorly in hospital, and is not able to stand for re-election, so she is very much in our thoughts as we meet at Fishmongers' Hall; it was Elizabeth that did much of the leg-work for the AGM we're holding there. Michael Metcalf has continued as a cooptee to the Exec, working with Saquat our new Treasurer to support our financial management, whilst Marie Cooper continues to provide valuable and quietly efficient support in the background, as ever. We mustn't forget to acknowledge the work of NASACRE super-star, ex-Chair and current cooptee, Lesley Prior, who is also very poorly, undergoing treatment for a recurrence of cancer. Where would NASACRE be without the dedication and selfless commitment of these colleagues to our association over many, many years?

It has been more evident than ever this year, that keeping NASACRE afloat is very much a team effort. The team has been smaller, but the boat is still afloat, and we reach our 30th anniversary in the hope that we have many more years ahead, as we look towards **NASACRE for the Future**.

Sue Holmes

SACRE Development Plan 2023-28

STRATEGY	TASK	GROUP	PROGRESS

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Inspection of a good school: Edith Weston Academy

Weston Road, Edith Weston, Oakham, Rutland LE15 8HQ

Inspection date: 24 January 2023

Outcome

Edith Weston Academy continues to be a good school.

What is it like to attend this school?

Edith Weston Academy is a happy and welcoming school. Teachers and leaders have created an inclusive environment where nurture and care are at the centre of all that they do. Leaders and staff know pupils well and have clear aspirations for all pupils to be successful. Pupils talk about the 'character muscles' that teachers encourage them to develop. These include friendship, curiosity, courage and kindness. Pupils demonstrate these values and show a great deal of care towards one another.

Most pupils demonstrate positive behaviour across the school. There are some pupils who receive additional support to help them regulate their behaviour. The school operates a nurture provision to help some pupils develop their resilience and to support them in their emotional development. Bullying rarely happens at the school. When it does, parents and pupils feel that staff deal with it effectively.

Pupils take part in a wide range of extra-curricular activities. All pupils, including children who attend the school's nursery provision, have weekly swimming lessons in the school's own pool. Pupils talk positively about the clubs that they attend. These include gymnastics, dance and craft club.

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

Leaders have recently adopted a new curriculum. This includes a new approach to the teaching of phonics and the provision for pupils who are in the early stages of learning how to read. Staff in the early years and key stage 1 help pupils to become fluent readers. Additional support is also provided for older pupils who may need further guidance in developing speed and accuracy in their reading.

Leaders have set out key 'milestones' that they would like all pupils to achieve. In some subjects, such as mathematics, the curriculum is being implemented more effectively than in others. Some pupils feel that aspects of the new curriculum are not challenging enough

for them. Many pupils join the school part way through their schooling. Pupils are supported to settle and they achieve well.

The school has recently introduced a new approach to assessment. This system is designed to allow teachers to refine their teaching in order to address misconceptions and help pupils to know and remember more over time. In some subjects, such as phonics, this system is already being used. This is not yet the case for all subject areas.

Pupils with special educational needs and/or disabilities (SEND) are supported well across the school. Pupils with SEND study the same curriculum as their peers. Teaching assistants support pupils in lessons effectively. The school operates a nurture provision called the 'nest'. The 'nest' enables pupils who find it hard to regulate their behaviour and emotions to develop effective strategies to help them with their learning and well-being.

Pupils demonstrate positive attitudes to their learning. At times, some pupils find it difficult to regulate their behaviour. Effective support is given to these pupils. Leaders have a range of systems to record behaviour concerns. Leaders have only recently begun to analyse trends in pupils' behaviour. This means that although leaders know the pupils involved, they do not always have a clear picture of the types of behaviour incidents across the school.

Leaders have ensured that pupils take part in activities which develop their talents and interests. They take part in a wide range of clubs and activities, including dance club and craft club. Pupils also receive age-appropriate physical, social and health education and relationships education. Pupils are able to recall their learning of these subjects. Pupils are also given leadership opportunities, including being school council representatives. Trips and visits take place regularly to allow pupils to extend their learning beyond the classroom. Visitors are invited into the school. This includes visitors from local faith communities. This helps pupils to consider beliefs and cultures that are different to their own.

The school operates its own nursery provision. Parents hold this provision in high regard. Leaders have created a learning environment that allows children to develop their communication skills alongside developing their sense of curiosity. Children in the nursery are very enthusiastic about their learning space. Staff encourage children to be inquisitive and explore different areas. This helps them to develop their understanding of the wider world.

Staff are proud to work at the school. They talk about feeling part of a team and value the input that they receive to support their workload and well-being. They enjoy working with staff across the trust to develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the needs and vulnerabilities of their families well. They work with families and other agencies effectively to support pupils. Reporting systems are in place. At times,

records are not as detailed as they could be. Leaders are in the process of embedding a new system for the recording of all information connected to safeguarding concerns.

All staff have received safeguarding training and know their responsibilities in relation to safeguarding.

Pupils learn how to keep safe, including online. They recall their learning of these lessons.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently developed a new curriculum. Teachers do not always precisely match activities to pupils' current level of understanding. Leaders should ensure that teachers set activities that support pupils to know and remember more over time.
- Leaders use a variety of systems to record information connected to behaviour concerns. While leaders understand these systems, they do not allow for clear analysis of behaviour incidents and trends to be completed effectively. Leaders need to embed a clear streamlined process to support sharper and more effective analysis of pupils' behaviour.

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 first ungraded inspection since we judged the school to be good in November 2017.

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	142544
Local authority	Rutland Council
Inspection number	10254923
Type of school	Primary
School category	Academy
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	Board of trustees
Chair of trust	Simon Foulkes
Headteacher	Penny Rawlings
Website	www.edithwestonacademy.co.uk
Date of previous inspection	7 and 8 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Brooke Hill Academy Trust.
- The headteacher has been in post since September 2022.
- The school operates its own nursery provision on the school site.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the executive headteacher and other senior leaders.
- The lead inspector met with members of the local governing body and trustees, including the chair of trustees.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers from lessons visited. Inspectors spoke to pupils about their learning and viewed examples of their work.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors considered the responses to Ofsted Parent View. An inspector also spoke to parents at the start of the school day.
- Inspectors spoke to staff about their view of the school and considered their responses to Ofsted's online survey.

Inspection team

Roxanne Fearn-Davies, lead inspector

His Majesty's Inspector

Jason Brooks

Ofsted Inspector

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The Shires

Shires Lane, Stretton, Rutland LE15 7GT

Inspection date

2 February 2023

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

Main inspection findings

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)

- The school has a safeguarding policy that reflects the latest guidance provided by the Secretary of State. The policy, which is implemented effectively, is supported by additional safeguarding advice.
- Staff receive regular training and understand their safeguarding responsibilities.
- Leaders know pupils and their backgrounds very well. They work with external agencies to provide additional support when needed. Safeguarding records are appropriate.
- Pupils learn how to be safe in different situations, for example when in the community. Leaders ensure that pupils are kept safe.
- The school's safeguarding policy is published on the school's website.

Paragraph 11

- The school has an appropriate health and safety policy. This is published on the school's website.
- Leaders ensure that safety checks take place regularly. For example, the school's records show that managers regularly undertake premises checks. Health and safety audits have been undertaken for the school, including for the premises that are subject to the material changes. Leaders have responded to recommendations from these audits and completed the necessary actions in a timely manner. Leaders respond promptly to identified issues to meet health and safety requirements. Such measures ensure pupils' safety and welfare.

Paragraph 12

- The school complies with the relevant fire safety regulations. Leaders ensure that checks on fire safety equipment, such as fire doors and firefighting equipment, take place regularly. Fire drills happen regularly and there is clear fire exit signage. External fire audits have been undertaken for the school, including for the premises subject to

the material change inspection. Leaders responded promptly to the audit recommendations.

Paragraph 14

- Leaders have ensured that there are appropriate levels of staff supervision in place. They have clear plans in place to increase teaching, welfare, support and therapeutic staff as numbers of pupils increases, subject to approval of the material change.

Paragraph 16

- The school has an appropriate risk-assessment policy. The school has a range of written risk assessments. Each risk assessment includes an evaluation of potential risks with control measures identified to reduce the risks.
- Pupils have individual, detailed risk assessments. Leaders regularly review these to ensure that they are up to date, and identify all known risks.
- Risk assessments are written for a range of educational visits and trips.
- Leaders make sure that staff read and understand risk assessments that are relevant to their work.
- The school is likely to meet the independent school standards in this part if the school receives approval for the implementation of the material change.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2) to 18(2)(e), 18(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(6)

- Leaders and the proprietor have experience and a secure understanding of safer recruitment procedures. The school has undertaken all the necessary pre-employment checks on members of the proprietor body, senior leaders and staff.
- The school does not employ supply teachers.
- The school has a single central record that includes the full range of checks required before an individual starts working with pupils. This is regularly checked and monitored.
- The school is likely to meet the independent school standards in this part if the school receives approval for the implementation of the material changes.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(c), 25, 28(1) to 28(2)(b)

- The proposed premises are adjacent to the main school building. The accommodation is secure and appropriate for the needs and age ranges of the pupils.
- The school accommodation across the site is well maintained. Leaders make sure that facilities are safe for pupils. For example, leaders conduct regular checks on water supplies across the school to ensure that supplies are appropriate. They also carry out regular water temperature checks to make sure that there is no risk of scalding. Drinking water is clearly labelled.
- The school provides suitable toilet and washing facilities for pupils. There are purpose-built disabled toilet facilities. Pupils have access to appropriate changing and showering facilities for their physical education.

- Classrooms are clean and tidy. The accommodation includes rooms for therapy, library, independent learning and a multi-sensory room. Regular premises checks identify potential hazards and steps are taken to ensure pupils' welfare, health and safety.

Paragraph 24(1) to 24(1)(b), 24(2)

- The school has a suitable medical room with appropriate facilities for the short-term care of pupils who are unwell or injured. First-aid equipment is stored safely and is easily accessible. The medical room has a bed, with washing facilities and toilets nearby.

Paragraphs 26 to 27(b)

- Classrooms and social spaces are well lit. The acoustics in classrooms are suitable to enable effective learning. External lighting is in place.

Paragraph 29(1) to 29(1)(b)

- The school has sufficient space for pupils to play outside. The outdoor perimeters are secure. The school has wooded, garden and outdoor play areas.
- The school is likely to meet the independent school standards in this part if the school receives approval for the implementation of the material changes.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) to 34(1)(c)

- Leaders have given careful thought to the proposed changes to increase pupil numbers and the use of additional accommodation. The proprietor and leaders are committed to the school's purpose and vision to provide high-quality education for each pupil. They are mindful that any changes should not have an adverse impact on pupils currently at the school. They actively promote pupils' well-being. They plan to increase the number of pupils on roll gradually.
- Directors and leaders have a secure understanding of their responsibilities. They fulfil their responsibilities to ensure that the independent school standards, relevant to the proposed changes, are met consistently.
- The school is likely to meet the independent school standards in this part if it receives approval for the implementation of the material changes.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	131018
DfE registration number	857/6004
Inspection number	10271616

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School status	Independent school
Proprietor	Acorn Care and Education Ltd
Chair	Richard Power
Headteacher	Jamie Hill
Annual fees (day pupils)	£76,500
Telephone number	01780 411944
Website	www.theshires.org.uk
Email address	info@theshires.org.uk
Dates of previous standard inspection	2 to 4 July 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 19	11 to 19	11 to 19
Number of pupils on the school roll	21	32	32

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	21	32
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	21	32
Of which, number of pupils with an education, health and care plan	21	32
Of which, number of pupils paid for by a local authority with an education, health and care plan	21	32

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	8	11
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	12	24

Information about this school

- The Shires is registered to provide full-time education for up to 20 pupils aged 11 to 19 years. There are currently 21 pupils on roll. This exceeds the maximum number of pupils for which the school is currently registered to provide education.
- Leaders have reconfigured the use of the school's premises since the previous inspection. They have also refurbished an additional building.
- The proprietor body is composed of four directors, two of whom have been appointed since the previous inspection.
- The headteacher was appointed in September 2020. Since then, the leadership team has been restructured. Leaders have appointed additional teaching and support staff.
- All pupils have education, health and care plans relating to the diagnosis of autism spectrum disorder and severe learning difficulties.
- The school does not use the services of an alternative provider.
- The school's previous standards inspection took place in July 2019.

Information about this inspection

- The Department for Education (DfE) commissioned this material change inspection in response to the school's request to increase the number of approved pupil places to 32.
- The inspector met with the headteacher and senior leaders. He met with safeguarding leaders, the health and safety officer and the school manager. He spoke with the chair of the proprietor body by telephone.
- The inspector scrutinised a range of documents provided by the school, including policies relating to risk assessments, safeguarding, health and safety, and the single central record.
- The inspector met with leaders to discuss the material change requests and had a tour of the additional premises as well as the whole school site.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

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Inspection of a good school: Ryhall C of E Academy

Church Street, Ryhall, Stamford, Lincolnshire PE9 4HR

Inspection dates:

21 and 22 February 2023

Outcome

Ryhall C of E Academy continues to be a good school.

What is it like to attend this school?

Pupils understand the core Christian values of the school, and conversations between pupils and staff reference them often. Relationships between staff and pupils are strong. Pupils are happy and say that they are proud of their school. Pupils say that they feel safe and fully involved in their school. One pupil commented, 'My school is special because it makes me feel like my voice is heard and has worth.'

Staff have consistently high expectations of pupils' behaviour. Pupils engage fully in lessons and demonstrate positive attitudes to their learning. They understand what it means to be resilient and actively help each other in lessons. Pupils can identify different types of bullying, including cyber-bullying. Leaders do not tolerate bullying.

Pupils enjoy the opportunity to take on extra responsibilities and share their ideas. Ethos councillors have created an 'A-Z of ways to engage with the local community'. For 'U', pupils arranged a 'blue and yellow day' fundraising initiative for the situation in Ukraine.

Pupils have access to a wide range of experiences which enhance their learning. In Year 6, pupils prepared a three-course meal for their parents. Pupils took on the role of waiters and waitresses.

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

Children get off to a strong start in the Reception Year. The environment is well resourced. Children have access to a large, natural outdoor area. Staff encourage children to take safe risks and explore when learning through play. Adults support children's language development through conversation. Children are independent and access activities with confidence. Children are well prepared for key stage 1.

Leaders have invested heavily in developing the school's reading culture. Classrooms and the school library show that literature is highly valued. Pupils have access to a diverse

range of high-quality texts. Pupils enjoy reading and also enjoy listening to stories being read to them. Daily story time provides pupils with an opportunity to read for enjoyment.

In phonics sessions, pupils learn the knowledge and skills they need to become confident, fluent readers. Pupils' reading books have been well matched to the sounds that they learn in lessons. This helps pupils to practise these sounds and develop their decoding. Extra phonics sessions are in place to make sure that pupils 'keep up'.

In mathematics lessons, teachers use high-quality modelling to support pupils with their learning. One pupil commented, 'It helps me to understand what it will look like in my head when I am working something out.' Pupils use mathematical vocabulary in their oral responses with confidence.

The wider curriculum provides pupils with the opportunity to learn discrete subjects. Leaders have clearly identified the important knowledge, skills and vocabulary that pupils should know and remember. In some subjects, pupils complete 'take away' sheets at the start of every lesson. Pupils say that recording what they learned in previous lessons helps them to remember. However, assessments to check what pupils know and remember are not yet in place in all subject areas.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers use a detailed bank of resources to support them in meeting the needs of all learners. Leaders engage well with a range of external agencies to secure the necessary support for pupils with SEND.

The personal, social and health education (PSHE) curriculum includes the statutory relationships and sex education content. Pupils show an age-appropriate understanding of different types of relationships, including lesbian, gay, bisexual and transgender. Pupils can talk about the difference between healthy and unhealthy relationships.

Pupils have access to a wide range of clubs and wider experiences. They value the opportunity to learn to play a selection of different musical instruments. Pupils enjoy representing their school in competitive sports and performing arts events.

Leaders have clear aims for pupils' spiritual, moral, social and cultural development. Regular opportunities for reflection are built into all areas of the curriculum. Pupils understand what diversity is and are keen to celebrate difference. One pupil said, 'It would just be boring if everyone was the same.'

PSHE plans show when pupils learn about the fundamental British values. However, pupils' understanding of the fundamental British values is not clear. They therefore struggle to relate these values to their everyday lives and community.

The school is well led and managed. Staff feel supported by leaders and say that they are united in their passion for the school to be the best it can be. The trust offers leaders regular school improvement support. Staff access a wealth of professional development opportunities. Staff value these opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of high vigilance. Staff receive regular training and updates. Staff know that 'it could happen here'.

Staff know how to share any concerns. The designated safeguarding leads meet regularly. Record-keeping and safer recruitment processes are robust. Leaders work with a range of external agencies to secure necessary support for families. Leaders work collaboratively with three different local authorities. Communication is regular and effective.

Pupils feel safe in school and know that they have trusted adults who they can share their worries and concerns with. Pupils know how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, assessment processes are not fully developed. Teachers do not always check precisely what curriculum knowledge and skills pupils know and remember. Leaders should ensure that assessment processes are in place to enable teachers to check pupils' learning in all of the foundation subjects.
- Pupils' understanding of the fundamental British values is not fully secure. Pupils struggle to relate these values to their everyday lives. Leaders should ensure that the curriculum provides pupils with opportunities to reflect on the relevance of fundamental British values within their own lives, the local community and globally.

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 first ungraded inspection since we judged school to be good in September 2017.

How can I feed back my views?

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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	141234
Local authority	Rutland Council
Inspection number	10241743
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	196
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
Headteacher	Katy Walker Barbara O'Brien (Co headteacher (interim)), Alan Reed (Co headteacher (interim))
Website	www.ryhallceacademy.co.uk
Dates of previous inspection	19 and 20 September 2017, under section 5 of the Education Act 2005

Information about this school

- Two co-headteachers are fulfilling the role of headteacher in the substantive headteacher's absence.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The inspector listened to a sample of children in the Reception Year and in key stages 1 and 2 read to a familiar adult.

- The inspector looked at subject plans and spoke with the subject leader for art and design.
- The inspector met with leaders responsible for behaviour, personal development, and the provision for pupils with SEND.
- The inspector spoke to representatives from the trust, including the chief executive of the trust.
- The inspector met with groups of pupils from key stages 1 and 2.
- The inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The inspector met with the chair of the governing body.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.
- The inspector spoke with parents and carers at the start of the school day.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

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Inspection of a good school: Uppingham Community College

London Road, Uppingham, Rutland LE15 9TJ

Inspection dates:

7 and 8 March 2023

Outcome

Uppingham Community College continues to be a good school.

What is it like to attend this school?

This is a happy, caring and inclusive school. Pupils understand that leaders have high standards and expectations. Pupils know that their teachers want the very best for them. The school's core values of 'respect, honesty and kindness' are seen throughout the school. These are reinforced in every aspect of school life.

Pupils are proud to attend Uppingham Community College. They behave well and display positive attitudes toward their learning. Pupils benefit from both a well-planned curriculum and positive relationships with their teachers. They know what is expected of them. Lessons are positive and purposeful. Pupils get on well together and show respect. Pupils are polite and well mannered to adults, visitors and their classmates. Pupils say bullying is rare. They trust their teachers will solve any problems they may have.

Pupils have many opportunities to take part in activities and trips outside lessons. This helps them develop their talents and interests in the areas of, for example, sports, music and drama. Pupils in key stage 4 have opportunities to develop their leadership skills. They help the younger pupils. The well-being ambassadors support pupils who want to talk about any issues they have.

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

Leaders have a clear vision and intent for the curriculum. It is ambitious. Subject leaders have thought carefully about what pupils should know and understand. The curriculum is well sequenced so that pupils build on what they have already learned. This makes sure that they are ready for the next stage of their learning.

Teachers have strong subject knowledge. They provide clear explanations and make links with other areas of pupils' learning. These connections help pupils to remember and know more. Teachers check that pupils retain the most important knowledge. They use a range of questioning, quizzes and planned tests. As a result, the vast majority of pupils achieve well. However, in a few subjects, some teachers do not choose the most appropriate

activities. When this happens, pupils do not always learn the intended knowledge as well as they should.

In key stage 4, pupils have the option to study a wide range of subjects. Leaders know the low number of pupils who study languages is a limit to who achieves the English Baccalaureate. Numbers choosing to study a language at GCSE are increasing each year.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) benefit from all aspects of school life. While leaders have improved the provision for these pupils, there is still work to be done. Pupils in the mainstream plus class and specially resourced provision for pupils with SEND (specially resourced provision) are well taught and supported to catch up. They achieve well. However, teachers do not always get clear advice on how to support all pupils with SEND and meet their needs. As a result, some pupils with SEND could make better progress.

The behaviour policy is consistently applied. Pupils who sometimes make the wrong choices are supported to meet the school's expectations. Low-level disruption is not tolerated. As a result, pupils participate well in lessons and behave appropriately around the school site.

Leaders provide pupils with a good range of opportunities to support their wider development. Trips abroad and activities during 'ACE' (additional curriculum experience) days help pupils to develop their understanding of different cultures.

The school has a well-planned programme of personal development. Teachers deliver dedicated lessons, as well as assemblies and have visiting speakers. Pupils found the recent talk from police on knife crime and county lines drug issues interesting and helpful. The programme ensures pupils have an age-appropriate understanding of healthy relationships. Pupils are taught how to prepare for their next steps. They meet employers and learn about different career pathways. This includes 'job of the week'.

Teachers enthuse pupils with their love of books. They provide them with many opportunities to read. The school has its own e-library where pupils can access a wealth of electronic books. Pupils read widely and often.

Teachers are proud and happy to work at this school. Staff appreciate how leaders think about their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established systems for reporting and tracking safeguarding concerns. These are thorough and robust. Staff receive regular training. This reminds them of local safeguarding issues and the signs that a pupil might be at risk of harm. Staff understand their responsibilities and how to report any concerns they have. Appropriate recruitment checks are carried out when staff join the school.

Pupils feel safe in school. They know who to talk to if they have a concern. Pupils are taught how to recognise risks, including when online. They know that inappropriate behaviour, including disrespectful and derogatory behaviour, would be challenged by staff should it occur.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not always choose the most appropriate activities that enable pupils to learn the most essential knowledge. As a result, not all pupils grasp this knowledge as well as they should. Leaders should ensure that in all subjects, teachers consistently use activities which match the intended learning.
- Some pupils with SEND do not receive the precise support that they need. Teachers do not receive clear enough information that will help pupils with SEND achieve as well as they should. Leaders should provide teachers with precise information about how to support pupils with SEND so that they progress well through the curriculum.

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 June 2013.

How can I feed back my views?

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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	136629
Local authority	Rutland Council
Inspection number	10241692
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	907
Appropriate authority	Board of trustees
Chair of trust	Geoff Thompson
Principal	Ben Solly
Website	www.uppinghamcollege.org.uk/
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses the services of two registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school has a specially resourced provision for pupils with autism spectrum disorder.
- The school experienced a fire in August 2022 destroying 20% of the buildings. This delayed pupils returning to school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in design and technology, English, history and science. For each deep dive, the inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The lead inspector visited a range of lessons in other subjects.
- Inspectors met with leaders responsible for behaviour, personal development, reading and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stage 3 and key stage 4.
- The lead inspector met with leaders of safeguarding to discuss the actions taken to keep pupils safe. She reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector visited the specially resourced provision for pupils with SEND.
- Inspectors reviewed a range of documentation, including the school's self-evaluation and improvement plan.
- The lead inspector met with three members of the trust board, including the chair.
- Inspectors considered the responses to Ofsted's parent and staff questionnaires.

Inspection team

Sue Vasey, lead inspector

Ofsted Inspector

Mohamed Patel

Ofsted Inspector

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Inspection of Ketton Church of England Primary School

Ketton C of E Primary School, High Street, Ketton, Stamford, Lincolnshire PE9 3TE

Inspection dates: 7 and 8 March 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending Ketton Church of England Primary School. They say that it is a caring school. Pupils feel safe and happy at school. They say that bullying rarely happens. If it does, they know staff would deal with any concerns well. Pupils behave well in lessons. They say that teachers are fair when dealing with conduct issues. There are positive relationships between pupils and staff.

Leaders are ambitious for what pupils can achieve, including those with special educational needs and/or disabilities (SEND). Staff support pupils' well-being. Pupils appreciate this. They know they can go to the 'den' and get help from staff if needed. Staff in Reception provide a safe and secure environment for the children to learn in. The school promotes its values of 'forgiveness, honesty, kindness and unselfishness' well. For example, pupils discussed how to be 'unselfish' in class worship. They then reflected on how they could show this value through their actions.

Pupils enjoy taking part in a variety of clubs. For example, they can go to football, netball, mindfulness club and drama club. Many pupils take up these opportunities. Year 6 pupils enjoy being 'reading buddies' for younger pupils.

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

Leaders have designed an ambitious curriculum for all pupils, including those with SEND. Curriculum plans start from the early years. This ensures that pupils build on what they have already learned. The curriculum for each subject is well sequenced. Curriculum plans detail the key knowledge and vocabulary leaders want pupils to learn. This means that teachers know what to teach and when.

Teachers have high expectations of pupils. They have good subject knowledge. In most subjects, teachers present information well. They use questioning and assessment to check pupils' understanding and to address any misconceptions. In mathematics lessons, pupils are confident in solving problems. They can explain what they have learned well. Staff in Reception use well-planned activities to develop the children's number skills. This means pupils achieve very well in mathematics.

Leaders' work on developing pupils' writing skills is of a high quality. Daily handwriting and grammar sessions ensure that pupils develop their writing well. Teachers give precise feedback so that pupils are clear about what they need to improve. Pupils have many opportunities for extended writing and to develop their vocabulary. As a result, they achieve extremely well in writing.

Teachers use retrieval activities well at the start of lessons in most subjects. This helps pupils to recall what they have learned. Pupils also use knowledge organisers and 'working walls' to help them remember key knowledge. In some subjects, some

teachers do not always use activities that are well matched to the curriculum aims. This means that some pupils do not learn as well as they could in these subjects.

Leaders have adopted a well-planned phonics scheme. All staff have received phonics training. The daily phonics sessions are well taught. Regular assessments identify any pupils that fall behind. These pupils receive daily interventions. This means that pupils develop their phonics knowledge well and become confident and fluent readers. Daily story time helps pupils to develop a love of reading. Teachers use the class reading books well to develop pupils' comprehension and writing skills.

Leaders identify the needs of pupils with SEND well. Teachers understand the barriers to learning that pupils with SEND may have. They adapt their teaching and use learning aids to support pupils. Teaching assistants provide effective support for pupils when needed. This means that pupils with SEND follow the same curriculum as other pupils, and achieve well.

Children in Reception benefit from a well-planned curriculum. They enjoy the learning activities set out for them. Staff use opportunities well to develop pupils' vocabulary and writing. This prepares them well for key stage 1.

Leaders have high expectations of how pupils should behave. Pupils say that lessons are rarely interrupted by poor behaviour. At break and lunchtime, some pupils do not always behave well. They say that sometimes there is 'rough play'. Some pupils say that other pupils do not always respond well to instructions from staff to stop this.

There is a well-planned curriculum in place for pupils' personal development. For example, pupils learn about healthy eating and the importance of exercise. A recent 'RE day' helped pupils to develop their understanding of different religions and cultures. They know to be respectful to others.

Staff say that they are proud to work at the school. Leaders consider staff's workload and well-being. Staff feel well supported by leaders. Governors know the school well. They provide effective support and challenge. The trust provides good support and training for staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding in the school. Staff are well trained and know how to report any concerns they may have. They receive regular safeguarding updates. Leaders keep accurate safeguarding records. The actions they take show that leaders are quick to act if there are any issues. Leaders ensure that pupils get the help they need. They involve other agencies when needed.

Pupils learn how to keep themselves safe online and in the community. They know who they can speak to in school if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not behave well at break or lunchtimes. They do not always play well or safely with each other. Leaders should ensure that pupils' behaviour at break and lunchtimes is as good as it is in lessons.
- Some teachers do not always precisely match learning activities to the curriculum in some subjects. This means that some pupils do not always learn as well as they could. Leaders should ensure that teachers are clear about the intentions of learning activities, and that they match the aims of the curriculum.

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	141453
Local authority	Rutland Council
Inspection number	10254795
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	179
Appropriate authority	Board of trustees
Chair of trust	James Saunders
Headteacher	Glenn Fraser
Website	www.ketton-school.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The Rutland Learning Trust in October 2014.
- The school does not use any alternative provision.
- This is a Church of England primary school. It was last inspected under section 48 of the Education Act 2005 in June 2022. The next inspection will be within eight years of that last inspection.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Deep dives were carried out in the following subjects: early reading, mathematics, science and geography. 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.

- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- Inspectors reviewed a range of documentation relating to safeguarding, the school's self-evaluation, the curriculum, attendance, behaviour and governance.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Inspectors held meetings with the headteacher and other leaders in school.
- The lead inspector met with representatives of the trust.
- The lead inspector met with members of the local governing body.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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Rutland SACRE Work Plan: 2023/24

Meeting Date	Description	Lead
Standing Agenda Items for every meeting	A Moment for Reflection	
	Welcome and Apologies	Chair
	Record of Meeting	Chair
	Actions from the Previous Meeting	Chair
	Rutland SACRE Development Plan 2023-28	Chair
	Update on Network Meetings	Amanda Fitton
	Training Attended by SACRE Members	All
	Monitoring of RE in Schools & OfSTED Inspection Reports	Elizabeth Papworth
	Forward Plan	
	Any Urgent Business	
	Date of Next Meeting	

6th June 2023	SACRE Membership	
	a) Election of a New Chair	
	b) Election of a New Vice Chair	
	c) Appointment of New Members	
	NASACRE Conference/AGM: Update	
Agreed Syllabus Launch: Update		
Draft Development Plan 2023-28		

12th September 2023	Rutland SACRE Constitution	
	Rutland Exam Results TBC	

5th December 2023	Rutland Exam Results TBC	
	SACRE Annual Report 2022-2023 <i>(publication after January 2024)</i>	

12th March 2024		

11th June 2024		

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