

# Progress monitoring and material change inspection report

22 May 2025

## **Uppingham School**

Uppingham

Rutland

LE15 9QE

## Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

The school has requested a material change request to increase its age range from pupils aged 13 to 18 to 11 to 18. The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

## Inspection findings

### Part 1. Quality of education provided

ISSR paragraphs 1, 2, 3 and 4

1. Leaders ensure that the school's curriculum plans are effectively implemented across all required areas of learning and take into account the age of pupils. Teachers plan lessons well and use suitable resources to help pupils extend their knowledge and deepen their understanding in all the subjects that they study.
2. Leaders have made suitably detailed curriculum plans in preparation for pupils aged 11 to 12 joining the school. These plans include provision for personal, social, health and economic (PSHE) education and relationships and sex education (RSE). Leaders have thought carefully about the sequencing of topics in RSE, such as consent, to ensure curriculum content is appropriate for the age of the pupils.
3. A suitable careers programme has been planned for pupils aged 11 to 12. This includes aspects of careers being integrated into the wider curriculum as part of subject teaching.
4. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

### Part 2. Spiritual, moral, social and cultural development of pupils

ISSR paragraph 5

5. Leaders' plans for the spiritual, moral and cultural development of pupils have been carefully considered and effectively implemented.
6. The PSHE curriculum, carefully chosen guest speakers and chapel talks by pupils and staff help pupils to understand different beliefs and traditions. Leaders' plans for the PSHE curriculum for pupils aged 11 to 12 include themes that will help enable pupils to understand the rule of law, democracy and justice, to distinguish right from wrong, and the importance of showing respect for all.
7. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

### Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and (b), 8(a) and (b), 10, 15; NMS 8

8. The safeguarding team are suitably trained and understand the contextual risks to pupils well including risks associated with radicalisation. Leaders take appropriate steps to minimise safeguarding risks and review their actions frequently to help ensure that pupils' needs are met. Leaders are also diligent in identifying and assessing risk in relation to individual pupils and ensuring that pupils are well supported.

9. The safeguarding team liaise effectively with external agencies such as children's services and the police. Leaders understand the thresholds for referrals and make these referrals promptly. Safeguarding files are suitably detailed and are held securely by leaders.
10. Leaders have implemented suitable arrangements for filtering and monitoring of the school's internet. They ensure these arrangements are reviewed at least annually, that the effectiveness of filtering is tested frequently and that these tests are suitably recorded.
11. Staff are well trained in safeguarding. They know how to report concerns about the welfare of pupils and understand the need to do this without delay. Leaders deal effectively with concerns relating to the behaviour of staff. They seek advice promptly from the Local Authority Designated Officer (LADO) and make timely referrals where necessary.
12. Leaders implement the school's anti-bullying policy effectively and take suitable steps to prevent bullying. They take quick and appropriate action to help and support the pupils involved and use detailed records to identify and act on any trends or patterns.
13. Leaders now report pupils who leave and join the school at non-standard transition points to the local authority. Leaders liaise closely with the local authority and have now implemented an effective process to ensure prompt notification to the local authority.
14. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

## **Part 5. Premises of and accommodation at schools**

### **NMS 4**

15. The accommodation for boarders is clean, comfortable and well maintained. Boarding houses are secure, well furnished and suitably heated and ventilated. Boarders are able to personalise their areas and to keep their possessions safe. Boarders have access to suitable toilet and washing facilities.
16. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

## **Part 6. Provision of information**

### **ISSR paragraph 32(1)(c), 31(1)(d)**

17. The school's arrangements to safeguard children are made available to parents on the school's website.
18. Leaders had not ensured that all the school's inspection reports were published on the school's website as required. This was rectified before the end of the inspection.
19. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

## **Part 8. Quality of leadership and management of schools**

### **ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2); NMS 2**

20. Since the previous inspection, governors have ensured that the school's detailed action plan has been effectively implemented by leaders.

21. Governors have diligent oversight of the work of leaders. The governing body receives suitably detailed reports from leaders and confirms this information by visiting the school and speaking to staff and pupils. Governors ensure that leaders and managers have the skills, knowledge and understanding to fulfil their roles effectively so that the Standards are met.
22. Boarding leaders are knowledgeable and suitably trained. They understand the needs of pupils and are committed in ensuring that boarders get the help and support they need.
23. Leaders and governors have developed detailed and thorough plans relating to the proposed material change. Leaders have carried out a robust assessment of risks and reviewed potential unintended consequences relating to the proposed increase in the age range of pupils.
24. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

## School details

<b>School</b>	Uppingham School
<b>Department for Education number</b>	857/6002
<b>Registered charity number</b>	1147280
<b>Address</b>	Uppingham School Uppingham Rutland LE15 9QE
<b>Phone number</b>	01572 822216
<b>Email address</b>	headmaster@uppingham.co.uk
<b>Website</b>	www.uppingham.co.uk
<b>Proprietor</b>	Trustees of Uppingham School
<b>Chair</b>	Ms Barbara Matthews
<b>Headteacher</b>	Dr Richard Maloney
<b>Age range</b>	13 to 18
<b>Number of pupils</b>	840
<b>Number of boarding pupils</b>	754
<b>Date of previous inspection</b>	15 to 17 October 2024

## Information about the school

26. Uppingham School is an independent co-educational day and boarding school for pupils aged between 13 and 18 years. The school is a charitable trust and the members of the governing body act as the trustees. Years 9 to 11 are known as the middle school and Years 12 and 13 as the sixth form.
27. There are fifteen boarding houses, nine for male and six for female pupils. Day pupils are also members of these boarding houses where they are known as day-in-boarding pupils.
28. The school has identified 102 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
29. The school has identified 196 pupils for whom English is an additional language.
30. The school states that its aims are to provide an innovative and rigorous education in a supportive environment, which prepares intellectually curious, independent-minded, self-confident pupils for the challenges of living and working in the twenty-first century.

## Purpose of the progress monitoring and material change inspection

This was a progress monitoring inspection carried out under section 109(1) and (2) of the Education and Skills Act 2008, combined with a material change inspection. Inspectors carried out this inspection following an application made by the school to the DfE to make a material change to the school's provision. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, National Minimum Standards for boarding schools and any other Standards that were unmet at the school's previous inspection, and to advise the Secretary of State for Education about whether the school is likely to meet the independent school Standards if the material change the school has requested is implemented.

## Inspection details

### Inspection dates

22 May 2025

31. Two reporting inspectors visited the school for one day.

32. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with the chair of governors and members of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the boarding houses accompanied
- scrutiny of a range of policies, documentation and records provided by the school
- scrutiny of information published on the school's website.

### **How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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