

# UPPINGHAM

## ISI School Inspection Report – 15-17 October 2024

Uppingham School was inspected by the Independent Schools Inspectorate (ISI) in October 2024. The inspection took place under ISI's new framework, launched in September 2023, which combines a regulatory inspection with an assessment of the quality of education (previously, those two elements were inspected separately).

We were delighted to be one of the very few schools to receive a 'significant strength'. The inspection team identified our co-curricular and enrichment programme as our 'significant strength' which means the provision at Uppingham stands out as exceptional nationally and internationally. Given our philosophy and approach is centred on providing a truly holistic experience which educates the whole person, we were pleased and proud that ISI recognised the quality, range, ambition, and delivery of our cocurricular and enrichment offering.

During the inspection, the ISI identified a failing of one of the regulations, which unfortunately impacted three parts of the report.

In 2016, the then-government wished to stop a practice known as 'off rolling' whereby some state schools would remove under-performing pupils from their roll in advance of GCSEs so as to improve their results. Consequently, schools were expected to notify their local authority when pupils left out of the ordinary cycle (e.g., mid-year).

Under the new framework, ISI has been asked to ensure independent schools also meet that requirement. Quite a few schools, including Uppingham, were unaware of that specific obligation.

In our effort to put the welfare of children first and given Uppingham is a boarding school with children from all over the UK and overseas, our customary process was to inform a child's home local authority (or the border agency) if someone left us out of cycle rather than our immediate local authority, Rutland County Council.

ISI were correct that technically we should have informed Rutland County Council to meet this regulation; however, instead we went beyond what was expected of the standard.

Due to this failing, the final table of unmet standards at the end of the document reads as if a myriad of regulations has been overlooked as the one regulation crosses three different sections of the report.

Part of the point of inspection is to help us identify where we can improve as a school, and ISI recorded our already stated objective to ensure that our classroom practice is as advanced and inclusive of pupils with barriers to learning as possible. Our academic

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leadership and teaching team, supported by our learning support experts, are absolutely committed to taking this crucial area of school life forward.

Likewise, we have taken steps, and continue to do so, to ensure all policies and practices related to pupil behaviour management are implemented across all year groups. As the report states, the School has *“high expectations for pupils’ behaviour and most pupils typically respond to these positively and behave well.”*

The constructive criticism and feedback provided by ISI is invaluable to ensure that schools are meeting, and, certainly for Uppingham, as we strive to exceed standard expectations wherever possible.

Indeed, there is much in the report’s text to celebrate, as this point from the report’s ‘Summary of inspection findings’ shows:

*“Leaders provide a broad programme of enrichment activities in which pupils are enthusiastic participators. It includes sporting, academic and creative activities, outdoor pursuits, community involvement and recreational opportunities. Consequently, pupils develop new interests, engage with the world beyond school and develop their skills, often to a high level. This provision is a significant strength of the school.”*

Uppingham School is very proud of the staff and pupils who exemplified the many strengths of our school to the visiting ISI Inspection team.

Above all, the spirit of the community and the evident pride our pupils have in Uppingham shone through strongly during the process, as did the professionalism and dedication of the School’s teaching and support staff.

The full report can be read [here](#).

An action plan addressing the issue identified in the ISI Inspection Report has been accepted by the DfE.