

Upton Primary School

Inspection report

Unique Reference Number	130862
Local Authority	Wakefield
Inspection number	360137
Inspection dates	30 November 2010–1 December 2010
Reporting inspector	Andrew Clark

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Mrs Sue Bolton
Headteacher	Mr Paul Franklin
Date of previous school inspection	19 November 2007
School address	Waggon Lane Upton, Pontefract West Yorkshire WF9 1JS
Telephone number	01977 723845
Fax number	01977 723845
Email address	headteacher@upton.wakefield.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons and observed 13 teachers. The inspectors held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 33 completed questionnaires from parents and carers as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The level of skills of the children as they enter the Early Years Foundation Stage.
- The progress different groups of pupils make through Key Stage 2.
- Whether pupils effectively develop their literacy and numeracy skills through their work in other subjects.
- The quality and consistency of leadership at all levels.

Information about the school

This is a larger than average sized primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities is above average. The school has achieved Arts Mark Gold, Active Mark, Healthy School's Status, Investors in People and an Advanced Inclusion award.

The school has a Children's Centre and pre-school on site. They are managed by private providers and were not a focus for this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. The outstanding curriculum combined with an excellent partnership with parents and carers ensures high levels of pupils' personal development. Pupils of all abilities, including those with special educational needs and/or disabilities, progress well as a result of good teaching and learning. The headteacher and his leadership team are ambitious for their pupils to achieve and provide a very good role model for other staff to follow. The school's self-evaluation is accurate and built on robust evaluation procedures, although some opportunities are missed to ensure teachers are accountable for pupils' progress. The governing body is well-informed and provides challenge and support to the leadership team. Highly effective partnerships with local businesses and other education providers contribute to the excellent community cohesion the school promotes. Pupils' achievement, personal development and the quality of provision and leadership are good and, as a result, the school is well-placed to continue to improve. The following comment reflects many parents' and carers' views, 'I cannot praise the school enough for the support for my child. The staff create a fantastic learning environment which is diverse and yet has structure and flexibility.'

Pupils of all abilities make good progress because lessons are often exciting and challenging. They leave Year 6 with standards which are average overall. Writing skills are particularly well-developed because of teachers' high expectations. Very occasionally, teachers do not make the fullest use of marking to promote literacy and numeracy skills in other subjects to ensure the fastest progress. Pupils' skills in information and communication technology (ICT) are very good. Pupils make an outstanding contribution to the school and wider community. As well as eagerly taking responsibilities as councillors and play leaders, they are involved in local history projects and international links which enrich family lives at home and abroad. Pupils are polite and well-behaved. They feel safe. They are very mature and mix easily with others. Thrilling and high quality art work enthral pupils and deepens their outstanding spiritual, moral, social and cultural development.

Teachers make very good use of ICT to motivate and inform pupils in their lessons. Relationships are excellent. Very occasionally, teaching is not fast-paced and sharply-focused enough. The outstanding curriculum is exciting and challenging and at the heart of much of the school's development. Activities are practical and involve real-life study. Very good links between subjects, many visits and visitors and a wide range of clubs and societies deepens pupils' learning and broadens their experiences. The school has robust procedures to guide and support vulnerable pupils and to protect them from harm. Pupils respect this, 'Our teacher says she has two jobs. One is to teach us, the other is to keep us safe.'

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What does the school need to do to improve further?

- Ensure the quality of teaching is consistently as good as it can be and hasten pupils' progress to higher levels, by:
 - making all lessons fast-paced and that the expectations for all groups of pupils are clear
 - using marking effectively in all subjects to promote pupils' literacy and numeracy skills.
- Make full use of monitoring and evaluation procedures to ensure teachers are accountable for their pupils' progress.

Outcomes for individuals and groups of pupils

2

Pupils take enormous pride in presenting their work well. They set written work out neatly and write imaginatively at length. They often work quickly. Pupils are eager to learn and enjoy their lessons because of the relevant and exciting curriculum. They are curious about the world and have well-developed investigative skills. Children start the Early Years Foundation Stage with skills which are generally well below those typically expected for their age. By the time they leave in Year 6 their attainment is average. The results of national tests and assessments reflect this and there is a good trend of improving standards by Year 6. Pupils of all abilities make good progress overall. Achievement in both English and mathematics has improved well since the last inspection through intensive programmes of work and outstanding links with other subjects. Pupils make good use of individual and group targets to improve their own learning and to increase their knowledge in literacy and numeracy. Work seen in many other subjects such as art, history and ICT is of a high quality. Whilst pupils of all abilities make increasingly good progress, there are occasionally inconsistencies. This is largely when teachers do not explain precisely enough what different groups are expected to achieve in their lessons or make best use of marking. The school takes strong steps to break down any barriers to achievement. Highly-trained teaching assistants provided sharply-focused interventions to support learning further. As a result, pupils with special educational needs and/or disabilities make good progress. The small number of pupils with English as an additional language make good progress because of the strong focus on English running through the curriculum and the good support from specialist staff.

The pupils feel safe. They trust the staff to care for them and are well-informed about how to avoid unsafe situations in and out of school. Their attendance is average. Pupils of all abilities have a good understanding of how to live healthy lifestyles and this is reflected in their involvement in many inter-school physical activities such as football, swimming and cross-country. A display cabinet of recent cups and trophies is testimony to their success. Pupils' eagerness to be involved in all the school offers underpins their good learning. They take their many responsibilities seriously. They often take the initiative in planning and organising fund-raising activities reinforcing their strong links with schools in South Africa. The pupils have designed Christmas cards and trial products such as outdoor play equipment for local businesses in a project which benefits many in the community. They are very proud of their outstanding involvement in developing the curriculum and in many initiatives to improve the school. The 'Inspire' project gives pupils an excellent chance to work with parents and carers and contribute to shaping and developing the

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curriculum and their own learning. Pupils' behaviour is good. They are polite, tolerant and thoughtful towards others, because of thought-provoking assemblies and good opportunities to explore personal and social issues. Their debating skills are developed well through philosophy lessons. Frequent studies of multicultural history and of life in the local area, often with local artists, drama groups and historians, make a strong contribution to pupils' outstanding spiritual, moral, social and cultural development. They develop a strong understanding of the inequalities of life linked to poverty and deprivation. These initiatives also contribute to the high quality of work seen in many subjects.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and the use of assessment is good overall. Relationships and the management of behaviour are consistently good. Teachers make excellent use of ICT to inform, motivate and challenge pupils. Teachers' fast-paced and challenging questions give pupils many good opportunities to work together and think deeply about what they are learning. The purpose of lessons is shared with pupils and they use good strategies to engage pupils in improving their own work. The teachers present different levels of expectations for all ability groups. However, occasionally, they do not make it clear to pupils which are the minimum levels they expect them to reach and how they can work towards higher ones. This hinders the fastest rates of progress. Teaching assistants provide sharply-focused support to meet pupils' needs, especially those with special

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educational needs and/or disabilities. Good marking is consistently very thorough and detailed in literacy and frequently so in mathematics. It gives pupils clear indications of how they can improve. However, some chances are missed to reinforce progress in literacy and numeracy skills when marking work in other subjects.

The curriculum is very exciting. It is the life blood of the school. Very well-planned programmes of work in literacy and numeracy are increasingly driving standards higher. English and mathematical skills are used throughout the curriculum, often at a high level. For example, pupils made excellent use of their data-handling skills and written accounts in their studies on local settlements in Year 6. Pupils regularly use ICT in informed and effective ways in many subjects, for example in the production of podcasts and animated films. Good quality children's fiction often forms the backdrop to learning and is evident in the many high quality of displays around school. A very wide range of visits, visitors, and activities before and after school, bring learning to life and contribute to many aspects of the pupils' personal development. The significant 'Golden Funding' from school funds and partnerships with local businesses contributes to the breadth and accessibility of all activities. The regular residential visits are greatly valued by pupils. The highly successful 'Inspire' project regularly draws a large number of parents and carers into specially-prepared lessons. This, along with other adult training opportunities, not only helps them support their children but makes a valuable contribution to their own lifelong learning. The Wider Opportunity programmes, supported by high quality resources, raise pupils' aspirations, especially in music.

The school takes good care of all pupils. The good standards of record-keeping and monitoring contribute to the safe working environment and ensure good standards of behaviour and improving attendance. The school has good systems to support the more vulnerable pupils through the work of the learning mentor and special educational needs coordinator and liaison with local authority support agencies. The school provides strong educational opportunities for parents and carers to enable them to support their children's learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides decisive and reflective leadership which motivates the whole school community. As a result, parents and carers are extremely supportive and involved in school development and staff morale is high. The headteacher and his senior staff lead by example through their teaching roles and the training they offer. They provide a benchmark for high-quality provision, especially in curriculum development. The regular

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and incisive monitoring of teaching and learning is central to a trend of improving standards. However, procedures to make sure all teachers are fully accountable for their pupils' progress are less well-established. This is largely a result of a period of staffing difficulties beyond the school's control which have been rigorously addressed. Several members of staff take leading roles within the local authority, for example, in Early Years curriculum and leadership training. The school is very committed to sustainable development through a number of local and global projects. This, combined with the very strong links with schools in South Africa, contributes to the outstanding community cohesion. The school is inclusive and promotes equality of opportunity and understanding of diversity well for both pupils and staff. Robust policies and record keeping contribute to good quality procedures for safeguarding. The governing body has good systems in place to monitor provision and contribute to school's self-evaluation. The governors are strongly representative of the local and wider community. They provide robust financial management and ensure the school gives good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Many children start with skills which are well below those typical for their age, especially for communication, language and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, standards are still below expectations but close to average and rising over time. There are very good induction systems to support children and to settle them into the Nursery quickly. Outstanding links with parents and carers and with other pre-school settings contribute to the children's smooth start.

Good welfare arrangements and very positive relationships ensure that children feel safe and secure. There is a good balance between adult-led activities and those that children

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can choose for themselves, which contributes to their personal development. The progress children make in their early reading and writing skills is sometimes outstanding because teachers make excellent use of well-planned schemes, labels and lettering around the classroom. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities and exciting role play areas such as 'Percy's Shed'. Resources are of high quality and fully accessible to children. The use of assessment to improve children's learning is good, and parents and carers feel well-informed about their child's progress. The Early Years Foundation Stage leader is very knowledgeable and clear-sighted. She receives strong support from all her team. They have clear roles and are constantly seeking ways to improve the provision further. They identify strengths and weaknesses well and act effectively upon them. As a result, the Early Years Foundation Stage is well placed to continue to improve.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Fewer than average parents and carers responded to the questionnaire. Discussions were held during the inspection with many parents and carers, particularly those attending the 'Inspire' sessions in school. The parents' and carers' views are very supportive of the school. They feel their children's lives are greatly enriched by the exciting curriculum and the commitment of all staff. The findings of the inspection team reflect these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Upton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	64	11	33	1	3	0	0
The school keeps my child safe	19	58	14	42	0	0	0	0
My school informs me about my child's progress	12	36	20	61	1	3	0	0
My child is making enough progress at this school	16	48	16	48	0	0	0	0
The teaching is good at this school	16	48	17	52	0	0	0	0
The school helps me to support my child's learning	8	24	24	73	1	3	0	0
The school helps my child to have a healthy lifestyle	12	36	21	64	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	36	21	64	0	0	0	0
The school meets my child's particular needs	15	45	18	55	0	0	0	0
The school deals effectively with unacceptable behaviour	13	39	18	55	1	3	0	0
The school takes account of my suggestions and concerns	11	33	21	64	0	0	0	0
The school is led and managed effectively	15	45	18	55	0	0	0	0
Overall, I am happy with my child's experience at this school	18	55	15	45	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 December 2010

Dear Pupils

Inspection of Upton Primary School, Pontefract, WF9 1JS

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons. These are some of the things we found out about your school.

- You go to a good school.
- You feel safe and appreciate the good care that all adults show to you.
- You make an excellent contribution to the way that the school is run, to your local area and to the lives of children in South Africa.
- You are thoughtful and your personal development is often outstanding.
- You behave well and are polite and friendly.
- You make excellent use of ICT in many lessons and your art work is very exciting.
- You told us that you enjoy the clubs you take part in and know how to live healthily and take part in many sporting events.
- You take pride in your work and reach average standards.
- The quality of teaching and learning is good, but occasionally it could be even better.

To help your school become even better, I have asked your headteacher and the governing body to:

- Help you to reach even higher standards by making lessons faster-paced and making better use of marking.
- Regularly check with teachers how well you are doing.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely,

Mr Andrew Clark

Lead Inspector

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