

Upton-Upon-Severn CofE Primary School

Inspection report

Unique Reference Number	116853
Local Authority	Worcestershire
Inspection number	338907
Inspection dates	28–29 September 2010
Reporting inspector	Ken Buxton HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	Sara Lee
Headteacher	Alec Holland
Date of previous school inspection	27 February 2008
School address	School Lane Upton-upon-Severn WR8 0LD
Telephone number	01684 592259
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Age group	4–11
Inspection dates	28–29 September 2010
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Registered Childcare provision	Upton-upon-Severn Pre-school
Number of children on roll in the registered childcare provision	24
Date of last inspection of registered childcare provision	Not previously inspected

Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 17 lessons taught by 8 teachers. All classes were visited at least once. Inspectors also held meetings with the headteacher, representatives from the governing body, staff, pupils and a small number of individual parents. They observed the school's work, and looked at a wide range of documentation including safeguarding policies, improvement plans, progress reports, minutes of governing body meetings and records of pupils' progress. Inspectors analysed questionnaires from 66 parents and carers and took account of staff and pupil questionnaires.

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

- The performance of different groups, particularly the more able and those with special educational needs and/or disabilities.
- The impact of actions taken to improve pupils' attainment, particularly in mathematics.
- The capacity of the school's leaders to improve pupils' outcomes.

Information about the school

This school is slightly smaller than the average. It serves a mainly rural community with almost all the pupils having a White British background and only a very few having to learn English as an additional language. About a tenth of pupils are known to be eligible for free school meals, which is lower than average. About a fifth of pupils have special educational needs and/or learning difficulties, which is broadly in line with the national average. There is a pre-school facility on site that is managed by the governing body. The school makes provision for other children in the Early Years Foundation Stage in the Reception class. The school works in partnership with the University of Worcester to provide placements for trainee teachers. At the time of the inspection, the school had embarked on a major building programme that involved creating an early years unit, library, children's centre and improved grounds.

The school holds the following awards: Activemark, Artsmark and Healthy Schools.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school that has some strengths. Pupils enjoy coming to school and attendance levels are high. Staff are rightly proud of their school. They work together well to deliver an education that prepares pupils in readiness for the next stage of their education. The school has worked hard to strengthen its links with the local community, particularly the church. Visits to other faiths' religious buildings are also helping to broaden pupils' understanding of living in a diverse society and respecting other cultures. As a result, the overwhelming majority of parents are happy with the school and speak very positively about their children's experience.

The school's leaders have a clear understanding of what needs to improve. The school development plan highlights those actions being implemented to achieve the stated goals. Steps taken to address the previous inspection report's recommendations are showing some successes, demonstrating that the school's leaders have a satisfactory capacity to improve. For example, following the school's concerted efforts to raise pupils' attainment, particularly in mathematics, standards at the end of Year 6 have improved. However, the school recognises that its plans to increase the number of pupils attaining the higher levels are still relevant and further improvement is still needed, particularly at Key Stage 1. The senior leaders monitor lessons and can identify improvement, including some examples of effective marking in pupils' books. However, the current procedures to evaluate the impact of the school's improvement initiatives, including improving the quality of teaching, are not robust enough to determine their impact on pupils' outcomes.

What does the school need to do to improve further?

- Improve pupils' attainment, so that by the end of Key Stage 2 it exceeds the national average by:
 - focusing on increasing the number of good lessons taught
 - increasing the rate at which pupils make progress, particularly in Key Stage 1
 - having higher expectations of the more able pupils and increasing the number of pupils who achieve the higher levels.
- Increasing the effectiveness of the school's leadership and management by:
 - evaluating the impact of improvement strategies
 - implementing robust arrangements for monitoring the quality of teaching and learning.

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

- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In the vast majority of lessons seen, pupils were working at the levels expected and made satisfactory progress. Pupils make faster progress in those lessons that engage their interests and provide a well structured learning experience. Pupils speak positively about school and their favourite lessons, particularly those that involve practical activities. The rate at which pupils learn varies across the school and differs between year groups. When children begin at the school they have developed skills that are fairly typical for their age, although some have less well developed language skills. By the time they enter Year 1 most pupils are often working at or, in some cases, slightly above the levels expected. Progress across Key Stage 1 is variable and although pupils' attainment is broadly satisfactory by the end of Year 2, fewer pupils than expected achieve the higher levels. Pupils make steady progress through Key Stage 2 and attain standards that are broadly in line with the national average. Boys and girls often do equally well in the different classes but, in some year groups, one group attains more highly than the other. The school has identified where these attainment gaps exist and has plans to address them. Pupils with special educational needs and/or disabilities are supported well and although a few make good progress, the majority make satisfactory progress overall.

Pupils feel safe at school and are confident that any concerns they may have will be resolved quickly by the school's staff. Parents are very appreciative of this good level of safety and praise the staff for the high level of care they show. Pupils are polite and get on well together. Behaviour in and around the school is perfectly satisfactory, although it was noticeable how much better pupils got on together when they had the use of practical playground toys during break times.

Pupils are successfully encouraged to take personal responsibility for keeping healthy. Older pupils are encouraged to make their own way to school by walking, or cycling, once they have achieved their cycling proficiency award. Pupils are keen to promote recycling as a means to support a sustainable lifestyle and participate in classroom recycling schemes. The pupils' good efforts have been recognised, having achieved the Healthy Schools award.

Links with the local community and the church help to promote pupils' good spiritual, moral, social and cultural development. Pupils are very keen to take on responsibilities around the school. A school council operates but it has not yet achieved its full potential of influencing decisions about school life.

Pupils are prepared well for the transfer to secondary school. They attend school regularly and have acquired the skills and knowledge required to be able to benefit from the next stage of their education. They particularly enjoy being introduced to different modern foreign languages, including German and Spanish, which helps prepare them for the specialist teaching at the secondary school.

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These are the grades for pupils' outcomes

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

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?

Teaching across the school is typically satisfactory with some elements that are good. Lessons often capture pupils' interest and imagination, which encourages them to engage enthusiastically in the planned activities. In the Year 3 class, the use of fiction books sparked some lively work as pupils inferred how the main character might be feeling, from looking at drawings showing facial expressions. Teachers plan suitable activities that take account of pupils' differing needs and abilities, but they do not always explain their expectations clearly enough, so that pupils understand exactly what is required of them. As a result, some pupils, particularly the more able, are not achieving as much as they might. In the best lessons, the pace of learning is brisk and teachers change activities at the right moment so that pupils' interest and engagement is maintained. Many lessons benefit from conscientious support staff, who often work with the less able pupils to aid their development. While they make a useful contribution to the overall effectiveness of lessons, they are not always used to their full potential.

The emphasis on improving the quality of marking and feedback to pupils is showing signs of supporting pupils' development. This is particularly evident with the older pupils who respond well to their teacher's comments and appreciate the guidance about how to improve their work. When marking is less effective, pupils often find it difficult to read certain words the teacher has written.

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The school is introducing a 'skills-based' curriculum to develop pupils' problem-solving and investigation skills. This initiative is still in the early stages of being implemented so it was not possible to evaluate its impact on pupils' outcomes. However, the initial signs are positive as pupils enjoy the learning opportunities presented. In the science lessons observed, pupils engaged very enthusiastically in both the planning and implementation stages of a scientific investigation. Teachers also promote pupils' use of skills across different subjects and provide learning in a real-life context. A Year 6 mathematics lesson successfully brought learning about negative numbers to life by challenging the pupils to apply their knowledge by working with thermometers to measure and read temperatures.

The arrangements for taking care of pupils are good. The school takes careful account of potentially vulnerable pupils and applies well targeted support. The homework club is well supported and is very well regarded by parents. Of particular note is the nurture club that operates each week. It supports pupils with individual needs and was described by one pupil attending as being, 'wonderful Wednesday'. Families are also supported well by the school's family support worker who helps develop the partnership between school and home.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's leaders are committed to delivering the highest quality learning experience for the pupils. They work well together and the sense of teamwork is strong. Morale across the school is positive and there is a 'can do' attitude. Self evaluation is mostly accurate and the leaders have a clear understanding of the school's strengths and areas needing improvement, which are shown in the school's improvement plan. The arrangements for monitoring pupils' progress and well-being are satisfactory. Target setting has been introduced and the school's systems to track pupils' progress have been strengthened, which supports the school's efforts to promote equal opportunities. Monitoring arrangements are not yet strong enough to provide the level of information needed to determine their impact on pupils' outcomes. Senior leaders monitor the quality of teaching, but not on a sufficiently regular basis to ensure that the rate of learning is improving rapidly.

The school's governing body plays a key role in helping to shape the direction of the school. They are well organised and meet regularly to review the school's work. They have been particularly successful at raising their profile by running regular 'surgeries' to engage with parents and carers, and gather their views. They respond quickly to issues raised, and contact parents and carers directly to determine whether the outcome has been

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successful. They have played a key role driving the school's work to promote community cohesion and ensure high quality safeguarding arrangements. This was particularly evident with the attention to detail ensuring that all health and safety and safeguarding issues were covered before building work started on site.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Induction arrangements work well helping children to settle quickly into the pre-school and Reception class routines. Relationships between home and school are strong, which encourages children to want to learn and succeed. Children are encouraged to be independent, for example in their personal hygiene, and as a result, are developing an appropriate awareness of health and safety. Staff provide the children with good opportunities to make choices in their play, which promotes personal and social development well. Children normally behave well, but when their work and play activities lack structure and adults do not participate in their play, they occasionally become boisterous. Children with special educational needs and/or disabilities are well-supported, enabling them to succeed. Children clearly enjoy themselves throughout each day. By the end of the Reception Year most children have developed the skills typical of children of this age and are well prepared for the start of Year 1.

Adults working in the pre-school and Reception class have a satisfactory knowledge and understanding of the learning and welfare requirements and guidance for the Early Years Foundation Stage. Accurate, detailed assessments are made of all children, although these are not used consistently to plan activities which meet children's individual needs. In some activities, all children receive the same learning and play experiences and, as a result, some of the older and more able children are not challenged enough.

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At the time of the inspection, a new classroom block was under construction, although the temporary mobile classrooms used by the setting were well resourced. The temporary grassed area enabled children to access suitable outdoor physical activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response to the questionnaire was similar to that found in other primary schools. Almost all of the parents and carers who responded to the survey were positive about school. Inspection evidence supports the parents' view that the school provides good care and support to its pupils. All parents agreed that the school kept their children safe. Many appreciate the opportunities that their children have had, particularly the wide range of activities and opportunities offered in music and the arts. A few would like more after school clubs, especially in sport. A very small minority did not agree that their child was making enough progress. Inspectors looked into this and found that more consistent challenge is needed to ensure that all pupils achieve their best.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Upton-Upon-Severn CofE 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 181 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	53	30	45	1	2	0	0
The school keeps my child safe	35	54	30	46	0	0	0	0
My school informs me about my child's progress	26	39	35	53	3	5	1	2
My child is making enough progress at this school	23	35	31	47	5	8	1	2
The teaching is good at this school	25	38	34	52	1	2	0	0
The school helps me to support my child's learning	19	29	41	62	2	3	0	0
The school helps my child to have a healthy lifestyle	24	36	38	58	1	2	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)	30	45	25	38	1	2	0	0
The school meets my child's particular needs	30	45	32	48	3	5	0	0
The school deals effectively with unacceptable behaviour	19	29	38	58	3	5	0	0
The school takes account of my suggestions and concerns	19	29	35	53	3	5	0	0
The school is led and managed effectively	31	47	28	42	1	2	0	0
Overall, I am happy with my child's experience at this school	35	53	30	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



30 September 2010

Dear Pupils

Inspection of Upton-Upon-Severn CofE Primary School, WR8 0LD

Thank you for welcoming us so warmly when we visited your school recently. We really enjoyed meeting you and talking with you to find out about your school. Thank you to everyone who also completed questionnaires; these provided us with a great deal of information about your views. It is clear that you go to a friendly and welcoming school. It provides you with a satisfactory education and has some good features, which you enjoy.

These are the main things that we found out about your school.

?? Children starting in pre-school and Reception settle quickly and are prepared well for the start of Year 1.

You enjoy school, feel safe and want to do your best.

You like the way adults at the school help you to improve your work.

You like opportunities to learn through practical activities.

Many of you enjoy the after school activities.

You enjoy learning other languages, such as Spanish and German.

You like having opportunities to take on responsibilities around the school.

Working with your headteacher, we have agreed that the following actions would help your school to do even better.

To help you to reach higher levels in English and mathematics we want to make sure that the teaching really challenges you to do your best.

To make sure that happens, we have asked the school's leaders to check regularly that teaching is getting better and that you are being helped to reach your potential.

With very best wishes for your future at Upton-upon-Severn CofE Primary School.

Yours sincerely

Ken Buxton

Her Majesty's Inspector

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