

Uplands Primary School

Inspection report

Unique Reference Number	115890
Local Authority	Hampshire
Inspection number	379164
Inspection dates	04–05 October 2011
Reporting inspector	David Curtis

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Elizabeth Pretty
Headteacher	Judith Ramshaw
Date of previous school inspection	2–3 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 11 teachers. Meetings were held with members of the governing body, pupils and senior leaders and managers. They observed the school's work, and looked at documentation relating to safeguarding and child protection, the school's improvement plan, minutes of meetings held by the governing body and the school's data showing pupils' attainment and progress. The inspection team looked at the 135 questionnaires returned by parents and carers, together with those returned by staff and pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- In Years 1 and 2, the effectiveness of leaders and managers in raising the attainment in writing and mathematics of pupils of above average ability.
- How well pupils use and apply key literacy and numeracy skills across the curriculum.
- Pupils' attainment in subjects other than English and mathematics.

Information about the school

This is larger than the average sized primary school. Most pupils are White British, with a few coming from a range of other minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities, most of whom have speech, language and communication difficulties, is below the national average. In the Early Years Foundation Stage, there are two classes for Reception. Pupils in Years 1 to 6 are taught in three mixed-age classes, each class has two age groups.

Since the previous inspection, there have been a number of staff changes. Following the promotion of the deputy headteacher to a headship, the governing body appointed two assistant headteachers as from 1 September 2011.

The school has the 'Rights, Respects and Responsibilities' Level 1 Award.

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 headteacher, ably supported by staff and a very effective governing body, has driven significant improvement successfully in provision and in the outcomes for pupils, despite a period of changes in staffing and the make-up of the leadership team. Pupils' achievement is good. They make good progress from their starting points and, by the end of Year 6, attainment is above average. As the result of effective teaching and improved provision, pupils in Years 1 and 2 with above average ability now achieve at least as well as similar pupils nationally in both writing and mathematics. Outstanding strengths in the Early Years Foundation Stage, especially in the use of assessment and partnerships, mean that children make excellent progress in their first year at school.

Pupils' attendance is high and reflects their obvious enjoyment of school. Behaviour is good. Pupils are polite and courteous in lessons and when moving around the school. They embrace fully 'Rights, Respects and Responsibilities' and this is evident in their excellent relationships with each other. While pupils' spiritual, moral and social development is good, it is not yet outstanding because pupils are less aware of cultures other than their own. This is because the school does not focus sufficiently on the national and international dimensions of community cohesion.

Lessons are planned successfully and, in almost cases, meet successfully the needs of pupils in mixed-age classes. Teaching assistants are deployed effectively to work with individuals, pairs or groups based on pupils' needs. Teachers make very effective use of interactive whiteboards to teach new skills, knowledge and understanding. Although teachers use 'WILF' (What I am looking for) in lessons, these are not always precise enough in telling pupils exactly what they should achieve by the end of lessons. As a result, within such lessons, progress is no better than satisfactory. While pupils have individual targets for literacy and numeracy, they are too general and do not guide pupils sufficiently to the steps they need to reach their next National Curriculum levels.

School self-evaluation is accurate and based on detailed analysis of pupils' performance by ability, gender and ethnicity, including in the Early Years Foundation Stage. School improvement planning is a strength, with clear and measurable outcomes in relation to raising pupils' attainment. Taking into consideration the significant improvements made to pupils' achievement, the quality of provision and leadership and management, the effectiveness of senior leaders and the governing body in school improvement planning, the school has the good capacity for further

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improvement.

What does the school need to do to improve further?

- Strengthen pupils' understanding of how well they are doing in school by:
 - ensuring that they know what they are expected to achieve by the end of a lesson
 - ensuring that individual targets focus more closely on showing pupils how to move through and reach their next National Curriculum level.

- Improve the national and international dimensions of community cohesion in order to raise pupils' awareness of cultures other than their own.

Outcomes for individuals and groups of pupils

2

Children start school with skills that are expected for their age, except in communication, language and literacy where they are below that usually expected. Pupils listen very attentively in lesson introductions and take part enthusiastically in question and answer sessions. The engagement of boys is a noticeable feature and a contributory factor to them achieving significantly better than boys nationally. Pupils are confident in discussing both sides of an argument and very articulate in presenting their case, for example whether Liverpool City Council should give an 18 Certificate to any film in which people or cartoon characters smoke. Pupils can work independently although, on occasions, their concentration wanes, particularly when they are not fully aware of what they must achieve by the end of lessons. There is no significant variation in the performance of groups by gender, ability or ethnicity. Pupils with special educational needs and/or disabilities make good progress as the result of effective planning and support from teachers and teaching assistants in meeting their specific needs.

Pupils use and apply successfully their literacy and numeracy skills in other subjects, especially science, geography and history. Skills in scientific investigations, geographical enquiry and historical research are good. This was evident in Years 5 and 6, when pupils used a range of key skills most successfully to record their research into deforestation.

The school council makes an effective contribution to the 'pupil voice' in school; for example, members are currently debating where to place and equip a 'Quiet Zone' and how to improve the school garden. Pupils have a good understanding of healthy lifestyles and of how to keep themselves safe in school. Older pupils take their responsibilities as 'Peer Pals' most conscientiously. Pupils are prepared successful both academically and socially for transfer to secondary education.

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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	2
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	2
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

How effective is the provision?

Teachers have excellent relationships with pupils and manage their behaviour successfully. In Years 1 and 2, there are significant strengths in the teaching, and in the assessment, of pupils' progress in guided reading. Across the school, teachers use flexible grouping successfully to ensure that the differing learning needs of pupils are met. For example, at the start of a mathematics lesson in Years 3 and 4, the teaching assistant worked with a small group on a different activity in order to consolidate pupils' understanding of number bonds. Teachers have high expectations, especially in the way pupils should present their work. While marking is mainly good, it does not consistently guide pupils towards their next steps in learning by linking sharply enough to their individual literacy and numeracy targets.

The curriculum is effective in developing pupils' investigative, enquiry and research skills. It is adapted successfully to meet the needs of all pupils, including those of above average ability in Years 1 and 2, especially in writing and mathematics. While pupils benefit from learning Spanish, there is insufficient focus on promoting wider cultural awareness. They enjoy participating in residential visits that have a significant impact on both their academic and social development. The successful promotion of pupils' personal development, especially through 'Rights, Respects and Responsibilities' is a significant strength and contributes much to their very strong moral and social development.

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

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There are excellent systems in place for children who join the school in Reception. Through the questionnaires, a number of parents and carers endorsed this through very positive written comments as to how well their children have settled into school life. Staff have a good understanding of individual needs, especially for pupils with special educational needs and/or disabilities. Individual education plans for these pupils have very clear and measurable targets.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, senior leadership team and governing body are totally focused on driving school improvement. A period of significant change in relation to staffing has been managed successfully and had no negative impact on the outcomes for pupils. In fact outcomes for pupils have improved since the school's last inspection. The headteacher, senior leaders and year leaders have a detailed understanding through rigorous analyses of strengths and areas for improvement within subjects and year groups. The results of analysis of data inform the school improvement plan with precise and measurable targets to improve further pupils' attainment.

The governing body is very effective in challenging the school and in holding it to account. Members fulfil their roles on committees and their monitoring roles most conscientiously. While the governing body ensures that most statutory policies are fully in place, especially the strengths in child protection, a few safeguarding issues were brought to its and the school's attention. These were rectified by the end of the inspection.

Discrimination in any form is not tolerated in the school. Pupils get on remarkably well with each other, both in lessons and around the school. The school promotes equality of opportunity effectively, with the result that differences in the performance of groups have narrowed considerably, especially in Years 1 and 2 for those pupils of above average ability. While the school and governing body work hard to promote the local dimension of community cohesion, especially in developing wider community links, there is a limited focus on promoting the national and international dimensions. As a result, there are gaps in pupils' awareness of other cultures.

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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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make excellent progress and by the time they leave Reception, their attainment is above average. Taking into consideration that they have been in school for a short time, they show outstanding levels of determination and concentration in both adult-led activities and those they choose for themselves. Their behaviour and relationships with each other, staff and visitors are exemplary. Already, a number write their names unaided and they make excellent progress in learning their letters and sounds, and in counting to 10 and beyond. Children are extremely polite and were very keen to introduce themselves and their friends to the inspectors.

Staff are very skilled at moving children’s learning forward through effective challenge and questioning; for example, developing riding on scooters and bikes into role play where children ‘ran a garage’ with self-service pumps and a car wash. The development of language linked to this was a significant strength, such as, ‘I need to insert my credit card into the pump so I can pay’. Children’s learning is assessed in great depth and day-to-day assessments are detailed and linked closely to each of the six areas of learning. Termly assessments give staff a detailed picture of the performance of groups. The excellent ‘Learning Journals’ give children and their parents and carers a detailed picture of the outstanding progress made.

Partnerships with parents and carers, and other Early Years providers, are excellent and underpin the outstanding way in which the leadership and management have embraced fully all requirements of the Statutory Framework for the Early Years Foundation Stage. Moderation of children’s progress with two local primary schools contributes significantly to the accuracy of the school’s evidence in contributing to the end-of-year Foundation Stage Profile.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Forty-five per cent of parents and carers returned the questionnaire. Most parents are happy with all aspects of the school’s work and its impact on their children’s progress. Comments such as: ‘She was nervous about the transition from nursery school – the school has dealt with this brilliantly so far’ support parents’ and carers’ positive views about their children starting school. Inspection evidence shows that pupils make good progress in school and that the school’s procedures for informing parents and carers about progress are effective. Inspection findings indicate that staff deal effectively with inappropriate behaviour on the rare occasions when it does occur. Concerns about leadership and management appear to link to the staffing changes over the last year or so. Evidence from the inspection shows that these changes did not have a negative impact and were managed successfully by the school. The provision for all pupils, including those in Years 1 and 2 (where concerns were raised in particular) is good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Uplands 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	51	62	46	3	2	0	0
The school keeps my child safe	81	60	49	36	5	4	0	0
The school informs me about my child’s progress	55	41	66	49	11	8	0	0
My child is making enough progress at this school	39	29	74	55	13	10	1	1
The teaching is good at this school	53	39	65	48	7	5	0	0
The school helps me to support my child’s learning	52	39	71	53	5	4	1	1
The school helps my child to have a healthy lifestyle	65	48	64	47	2	1	1	1
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)	50	37	62	46	3	2	0	0
The school meets my child’s particular needs	42	31	73	54	18	13	1	1
The school deals effectively with unacceptable behaviour	40	30	66	49	11	8	4	3
The school takes account of my suggestions and concerns	41	30	68	50	10	7	4	3
The school is led and managed effectively	44	33	65	48	15	11	5	4
Overall, I am happy with my child’s experience at this school	60	44	66	49	3	2	2	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



6 October 2011

Dear Pupils

Inspection of Uplands Primary School, Fareham PO16 7QP

Thank you very much for making your contribution to the inspection through completing questionnaires, talking to inspectors in lessons, and in meetings with Year 6 and the school council. The inspectors enjoyed meeting you. I am pleased to tell you that you go to a good school and that it has improved significantly since its last inspection. These are some of the areas in which the school is particularly successfully.

- Those of you in Reception make excellent progress and your behaviour is exemplary.
- By the end of Year 6, your attainment is above average and better than in many schools, and you make good progress.
- You are very aware of and take your 'Rights, Respect and Responsibilities' seriously.
- Teaching is good and helps you to make good progress.
- All adults in school know you as individuals and provide good care and support, including for those of you who may find learning a little harder at times.
- Your headteacher, teachers and governing body are determined to make your school even better.

Although you go to a good school, there are a few areas that we think will make it even better. These are to:

- make sure that teachers tell you what you must achieve by the end of lessons, and make sure that you understand your targets
- make sure that you develop a greater awareness of what it is like to live in other parts of the United Kingdom and in other countries.

You can help by asking your teachers if you are not sure of your targets and what you must do in lessons. I wish you every success in the future.

Yours sincerely

David Curtis
Lead inspector

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