

Upton St Leonards C of E Primary School

Bondend Road, Gloucester GL4 8ED

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are not making as good progress in mathematics as in English.
- Teachers do not always match tasks and targets closely enough to pupils' needs.
- In some lessons progress is too slow because teachers do not move pupils on quickly enough to more challenging work.
- Attainment data are not analysed sufficiently to measure the performance of different ability groups.
- Parents are not given clear enough information on their children's work and the life of the school.
- Senior leaders do not make data on pupils' progress easily accessible to teachers to enable them to plan lessons that ensure pupils make more rapid progress.

The school has the following strengths

- Pupils' attainment is above average by the time they leave the school.
- Pupils of all abilities make good progress in English and the basic skill of reading is consistently well taught.
- Pupils feel safe, have good levels of attendance and are well behaved in lessons.
- The governing body provides a good level of challenge and support and takes decisive action when required.
- The senior management has responded to past dips in performance with firm actions so the school is improving.

Information about this inspection

- Inspectors observed 26 lessons, of which one was a joint observation with the headteacher. In addition, the inspectors made a number of other shorter visits to lessons.
- Meetings were held with two groups of students, the Chair of the Governing Body and a parent governor, a representative of the local education authority and school staff, including senior and middle managers.
- Inspectors took account of 98 responses to the online questionnaire (Parent View) and a very small number of letters when planning the inspection.
- They observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents related to safeguarding.

Inspection team

Alwyne Jolly, Lead inspector	Additional inspector
Colin Lower	Additional inspector
Patricia Dodds	Additional inspector

Full report

Information about this school

- This primary school is well above average size.
- The proportion of pupils eligible for pupil premium is well below average.
- The percentage of disabled pupils and those with special educational needs supported at school action is below average. The proportion supported at school action plus and with a statement of special educational needs is well below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure more teaching is good or better by:
 - matching tasks and targets more closely to pupils' individual needs to enable them to make progress at a faster pace
 - providing more consistent challenge within tasks
 - giving pupils a clearer understanding of what they must do to be successful.
- Make the progress in mathematics match that in English by:
 - using performance data more effectively to measure the progress of specific groups and implementing strategies to raise their attainment
 - ensuring that, once pupils have understood a concept, they are quickly moved on to more challenging work.
- Ensure the leadership and management of the school is good by:
 - improving communication with parents so they have a greater understanding of their children's work and progress and the life of the school
 - managing pupils' performance data so they are more accessible for all staff to use in planning lessons and assessing pupils' progress
 - making use of the information gained from the monitoring of teaching with more urgency to devise strategies to improve the quality of teaching.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils join the school with levels of attainment that are broadly similar to those found nationally. By the time they leave the school, standards are above average, reflecting good progress over time.
- Pupils of middle ability have not always made the expected level of progress in mathematics. However, more effective systems have been introduced to measure attainment and progress. These have led to well-judged improvement strategies and school data show pupils are now making better progress. The level of progress made in mathematics over time therefore has been no better than found nationally and requires improvement.
- In contrast, pupils make good progress in English, particularly in reading, where pupils benefit from a good focus on their early skills by linking sounds and letters (phonics). The pupils' reading diaries show a pronounced emphasis on regular reading with strong support from parents and carers.
- Standards of attainment in writing are improving and the results in the Key Stage 2 tests for 2012 showed more pupils attaining the expected and higher levels than were found nationally in 2011.
- Pupils reach the expected standards by the end of the Early Years Foundation Stage. There are particular strengths in literacy, notably reading. The area of children's creative development is less strong and a priority for improvement.
- The number of disabled pupils, those who have special educational needs and those entitled to the pupil premium is low so that a statistical analysis of their progress and attainment is of limited value. However, observation of their work in class and the support given to them in lessons confirms they are making similar progress to other pupils, in line with expected levels.
- Overall, pupils make the expected levels of progress in all year groups with some making more than expected progress, particularly in English. It is clear that teaching and learning builds steadily on the skills acquired in Reception.

The quality of teaching

requires improvement

- There is too little teaching that is good, although no teaching is inadequate. The quality of marking has improved since the last inspection and pupils are given clear guidance on how to make better progress. They confirmed they knew what they had to do to improve. The school acknowledges that some past assessments of pupils were too generous and now the system is much more rigorous.
- In the better lessons, pupils advance quickly through different phases of learning. Paired discussions are clearly focused and the teacher is quick to confirm their understanding before moving on to a new concept or subject.
- In contrast, there are occasional lessons where tasks and targets for pupils are not sufficiently matched to the pupils' individual needs. They are too often general and do not provide sufficient challenge for pupils of different abilities to make good progress. Although criteria are discussed to help pupils know if they are successful, they are not always sufficiently specific.
- All teachers have good relationships with pupils and receive effective support from teaching

assistants, primarily to support pupils with special educational needs.

- Interesting subject content, which is presented in lively way, invariably engages the pupils' interest in lessons and enhances their learning, progress and achievement. They often respond with perceptive comments to questioning which probes well their level of understanding. The emphasis on paired and group discussions ensures pupils are rarely passive.
- A good range of resources is available to support lessons. This is exemplified in Reception where an inspiring classroom environment makes good use of space and stimulating resources such as the camp outside.
- There is still a tendency in occasional mathematics lessons to spend too long on a concept that is clearly understood by pupils before moving on to more challenging work. In these lessons, teachers show insufficiently high expectations of what middle and higher ability pupils can achieve.

The behaviour and safety of pupils

requires improvement

- A very large majority of parents and carers responding to Parent View considered their children to be safe and this was confirmed by pupils.
- Behaviour is good in almost all lessons. Pupils say this is typically the case. The attitude of pupils to learning is consistently positive and they work well both individually and in groups. Pupils show respect for staff and are tolerant of each other. Pupils report that at times behaviour is boisterous in the playground, echoing the reservations of a few staff, but they feel safe and think the vast majority of pupils play well together.
- A minority of parents and carers responding to Parent View did not feel the school dealt effectively with bullying. In discussion with parents and carers and pupils, a consistent view emerged that there was still a small amount of bullying but the extent of it had reduced significantly over time. Pupils reported that they are confident that any bullying would be investigated and dealt with appropriately and promptly. The school has regularly presented assemblies and workshops to promote anti-bullying strategies. Pupils have a clear understanding of the different forms of bullying, notably name-calling, which is the major element, and how to respond to them. The school's records are detailed and show reported incidents are always investigated rigorously.
- Attendance has been well above average for the last three years and there are no persistent absentees. Punctuality is very good and the school is a purposeful, orderly working environment.

The leadership and management

requires improvement

- The school has a very accurate understanding of its strengths and weaknesses. The senior management team and governing body have identified the most important and relevant issues. Actions taken have already improved achievement and are beginning to have an impact on the quality of teaching.

- The school responded to a dip in the performance of middle ability pupils, particularly girls, by seeking external advice and support from the local education authority. The support given was effective so that greater urgency was given to the need to improve and a clear structure was provided for the improvement process.
 - However, while senior leaders have improved the use of performance data so that the progress of individual pupils can be clearly tracked, it does not yet regularly provide clear analysis of the performance of different ability groups to ensure there is no pattern of underperformance. The information is also insufficiently accessible for regular use by teachers in planning lessons to meet different needs.
 - There has been regular rigorous monitoring of teaching by both the senior leadership and external consultants. However, the information gained has been insufficiently used to devise effective strategies to improve further the quality of teaching.
 - The school developed a raising attainment plan, which is suitably rigorous and challenging, with clear targets for improvement within short, identified timescales. This has already led to markedly improved attainment in the 2012 mathematics national tests for girls. Pupils have continued to make good progress in literacy.
 - **The governance of the school:**
 - The governing body systematically challenges the school and is responsive to its changing needs. For instance, in response to parental concerns, it has assigned one governor to monitor behaviour.
 - The Chair of the Governing Body and other governors are involved in all discussions about the progress of the raising attainment plan.
 - They also attend pupil progress meetings where they challenge the actions the school is taking to improve the progress of those pupils who are underachieving.
 - The school's safeguarding requirements were fully met at the time of the inspection. There has been effective management of the financial resources. Performance management targets for all staff are well matched to the school's development priorities, as have been professional development opportunities.
 - The senior management and governors recognise that communication with parents and carers is an area to improve and they do not feel well informed about their children's work or the life of the school. The governors have arranged monthly drop-in sessions for parents and carers to raise any issues.
 - The school is committed to providing equality of opportunity and the school records show that it is rigorous in tackling discrimination.
 - The spiritual, moral, cultural and social provision is good. There is a pronounced, effective spiritual emphasis and pupils are introduced to a range of cultures both in the past and in modern Britain. Close attention is given to the necessary progression of skills in the curriculum which is broad and balanced. Thematic strands, such as a Tudor Banquet, engage the pupils' interest and promote pupils' enjoyment effectively.
 - Standards in mathematics are not as good as in English, but pupils' progress is better as a result of the school's actions, confirming that it has the necessary capacity to improve.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115658
Local authority	Gloucestershire
Inspection number	401527

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	Beth Gill
Headteacher	Cottia Howard
Date of previous school inspection	13–14 January 2010
Telephone number	01452 616109
Fax number	01452 614796
Email address	head@upton-st-leonards.gloucs.sch.uk

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