

# Uplowman Church of England Primary School

Uplowman, Tiverton, EX16 7DR

**Inspection dates** 16–17 October 2012

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Outstanding | 1        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well regardless of ability, starting point or special educational need.
- Teachers plan exciting and well-crafted lessons that meet the needs of all pupils in the mixed year group classes. Highly committed teaching assistants support them.
- The quality of teaching continues to improve and is good. This has resulted in the improving English and mathematics results, which are above the national average.
- Pupils enjoy coming to school, which is reflected in their punctuality, keenness to learn and regular attendance.
- Regular opportunities for reading a variety of texts have ensured that pupils' standard in reading is above average.
- Pupils' behaviour is outstanding. Pupils are very proud to be a pupil of the school, value everyone as individuals and are highly respectful to each other and their teachers. This demonstrates their strong moral code.
- The new headteacher is determined to keep moving this school forward and continue the drive for excellence. He is supported by a small but strong team, including a committed governing body that is determined to sustain further improvement in pupils' outcomes.
- Parents unanimously agree that their children are happy, well looked after and taught well at a school that they are happy to support and recommend to others.

### It is not yet an outstanding school because:

- There are a few occasions where teachers are not giving pupils, especially the more able, enough opportunities to work independently and think for themselves.
- Pupils' achievement in writing, although improving quickly, is not as good as in reading and mathematics. Pupils have not had enough opportunities to produce extended pieces of written work.

## Information about this inspection

- The inspector observed eight lessons taught by three teachers, of which several were joint observations with the headteacher, and small-group work taught by teaching assistants. He also made observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent to enable them to read).
- The inspector heard some pupils from Key Stage 1 read and had a meeting with pupils from Key Stage 2.
- Other meetings and discussions were held with a governor, a representative from the local authority and school staff.
- The inspector took account of the 14 responses to the on-line questionnaire (Parent View) and six responses to the staff questionnaire during the inspection.
- He observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.

## Inspection team

John Cavill, Lead inspector

Additional inspector

## Full report

### Information about this school

- Uplozman is a much smaller than average-sized rural primary school where most pupils attend from the local community.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils who are supported through school action is well below average.
- The proportion of pupils who are known to be eligible for the pupil premium is below average.
- The school meets the current floor standards, the minimum standards expected by the government for pupils' attainment and progress.
- The headteacher took up his position in September 2012 following the retirement of his predecessor.

### What does the school need to do to improve further?

- Improve standards in writing, so that they are equal to those in reading and mathematics, by providing pupils with more opportunities in lessons to practise their extended writing skills.
- Raise the quality of teaching to outstanding overall by:
  - raising teachers' expectations of what pupils can do, particularly the more able, and encouraging them to work independently and think for themselves
  - making sure that pupils do not sit too long listening to teachers talking.

## Inspection judgements

### The achievement of pupils

is good

- Children start school with levels of skills and knowledge that are expected for their age. However, different years vary and the range of abilities is often wide.
- Stimulating teaching and learning activities that engage the children well ensure that they make good progress in the Early Years Foundation Stage and reach standards that meet, or exceed, what would normally be expected.
- All pupils, including those who are eligible for the pupil premium, disabled pupils and those who have special educational needs, continue their good progress through the school. Following a dip three years ago, leaders have ensured that the improvements in achievement have been rapid and sustained in both English and mathematics. As a result, higher than average proportions of pupils exceed the expected rate of progress, and standards reached at the end of Year 6 are above the national average.
- Achievement in reading and mathematics is exceptionally good. However, while improvement is noted, and the standard in writing is above average, pupil progress remains slightly slower than in reading and mathematics. This is due to pupils' weaker skills in writing at length. Leaders at the school are aware of this and have implemented a revised structure to the teaching day, providing time for pupils to practise these skills. Inspection of the work of current pupils indicates that this is having the desired impact and the gap is closing rapidly.
- Pupils enjoy reading and are confident readers because the teaching of letters and sounds is effective. Attainment is above average both at the end of Year 2 and when they leave in Year 6. Year 2 pupils were using computers to research information and make notes on nocturnal animals as part of their 'light and dark' project. The above average level of vocabulary that they used to write up these notes demonstrated their good command of the language.
- Exciting topic work ensures that the pupils' skills in communication, reading, writing and mathematics are developed well across all subjects, supporting the good rate of progress being made. This ensures that they are more than ready to move onto, and do well in, the next stage of their education.

### The quality of teaching

is good

- Teaching is consistently good, and some is outstanding. This ensures that the quality of learning is good and continuing to improve.
- Teachers have high expectations and pupils are keen to do well. Lessons are very inclusive with all pupils, including those who are disabled or with special educational needs, are supported as much as possible within the class. Teachers know their pupils well. Extra help is very well focused on individuals and results in accelerated progress.
- In the best lessons, teachers plan well to ensure that all pupils are given opportunities to work independently, take risks and work out the answers for themselves. In a Year 3 and 4 literacy lesson, pupils were asked to write some descriptive sentences. Initially, the class worked as a group to develop vocabulary that could be used in the task and, as a result of this wonderful resource, they all made good progress and were fully engaged.
- Occasionally, progress for some pupils, especially the more able, slows because they have to listen to information that they already know or undertake tasks that limit opportunities for them to find things out for themselves.
- Teachers use information about pupils' prior learning and monitor progress well with good quality questioning. This sharply-focused assessment of progress allows them to quickly identify and support individuals who may need it.
- The teaching of communication, reading, writing and mathematics is good and ensures that pupils can apply their learning to real life situations. Years 5 and 6 used the playground marking

in a mathematics lesson to help them enlarge and measure different scales within a real context. Their lesson discussing the similarities between two science fiction films demonstrated their ability to reflect and present their conclusions.

- All parents who responded to the questionnaire thought that their child was taught well and most thought that they made good progress at the school. Pupils thought that their teachers were good and lessons were interesting and fun.
- Pupils' work is checked regularly and teachers include constructive feedback. Pupils report that they understand these comments and they know what they are targeted to achieve. This is helping pupils to make their good progress.

### **The behaviour and safety of pupils are outstanding**

- Outstanding behaviour and relationships in classrooms ensure that there is a positive attitude to learning. Concentration levels are high and pupils noted that on the very rare occasion that low-level disruption occurs it is quickly resolved by the teachers and teaching assistants.
- Pupils' behaviour around the school is exemplary, especially when pupils are playing outside, moving around the school or interacting with each other and adults. Older pupils spend some of their lunchtime organising the 'Huff and Puff' activities for younger pupils, developing their leadership skills and helping to ensure their safety around school.
- Almost all parents who responded to the questionnaire thought that the pupils behave well and that any bullying is dealt with effectively. Pupils say behaviour is good and that there is very little bullying of any kind, including physical, emotional and cyber bullying.
- Pupils are keen to take an active part in the running of the school. Members of the school council were keen to say how much they enjoyed taking part in the interview process for the new headteacher and organising fundraising activities.
- Pupils are keen to come to school and are very punctual. Attendance is above average and continues to improve. There are no pupils who are persistently absent and there have been no exclusions.
- All pupils, including those in the Early Years Foundation Stage, feel safe and secure at the school. Pupils commented that they are well looked after and, as one pupil said, 'We don't get left out here,' and sums up their feelings in this school where everyone matters.

### **The leadership and management is good**

- The new headteacher provides clear, well-focused leadership. He leads a small team who, with the governing body, shares a common vision for the school to not only to sustain the improvements already made, but also to strive for excellence and improve further the outcomes for pupils.
- Leaders track how well pupils are doing systematically. This allows leaders to set ambitious targets and monitor the performance of individuals and groups, including those who are supported by the pupil premium, disabled pupils and those who have special educational needs. Any underperformance is quickly identified and targeted intervention activities are monitored well to ensure that they are effective.
- Leaders monitor the quality of teaching regularly and a common set of expectations are shared and linked to the Teachers' Standards to ensure consistency. Appropriate staff training is identified in consultation with the teachers and is linked to the overall aims of the development plan to have the greatest impact on future improvements. This leads to rigorous performance management of teachers and is used appropriately to inform salary progression.
- Accurate analysis of what the school is doing well and what needs improving is used well by leaders and governors to support and define the school development planning process to have the greatest impact on pupil outcomes.

- The curriculum is rich, broad and balanced. It is in the process of being reviewed to ensure that it continues to meet pupils' needs. It is complemented by a good range of after-school clubs, visits, residential visits and assemblies that broaden pupils' experience and make a good contribution to their spiritual, moral, social and cultural development.
  - All leaders, including governors, have secured improvements since the last inspection, especially in English and mathematics, partly made possible with the addition of some extra staffing, part funded by the pupil premium funding, to support underachieving pupils.
  - Parents are unanimous in saying that the school is well led and managed and that they would recommend it to others.
  - All statutory requirements relating to safeguarding are robustly managed and secure.
  - The local authority provides light touch support to this good school.
  - **The governance of the school:**
    - holds the school to account effectively and provides challenge and support to the leaders. It works closely with the leaders and managers to ensure that children are protected well and they are kept safe
    - monitors and manages financial resources well and ensures that they will have the greatest impact on the outcomes for pupils and improving the school further.
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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

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 113369 |
| <b>Local authority</b>         | Devon  |
| <b>Inspection number</b>       | 403204 |

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

|  |                                     |
|--|-------------------------------------|
| <b>Type of school</b>                      | Primary                             |
| <b>School category</b>                     | Voluntary controlled                |
| <b>Age range of pupils</b>                 | 4–11                                |
| <b>Gender of pupils</b>                    | Mixed                               |
| <b>Number of pupils on the school roll</b> | 55                                  |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Andrew Barlow                       |
| <b>Headteacher</b>                         | Steven Badcott                      |
| <b>Date of previous school inspection</b>  | 5 February 2008                     |
| <b>Telephone number</b>                    | 01884 820552                        |
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