

# Upton-upon-Severn CofE Primary School

School Lane, Upton-upon-Severn, Worcester, WR8 0LD

**Inspection dates** 13–14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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 do not make consistently good progress in either Key Stage 1 or Key Stage 2. Writing in Key Stage 1 has shown steady rather than improving progress year on year.
- Last year reading standards in Key Stage 2 were below the levels expected nationally.
- Some lesson planning is not detailed enough to allow teachers to judge precisely how well pupils are learning and what they should learn next.
- Some teachers talk for too long, reducing the time pupils have to work at tasks on their own. In these lessons, a small minority of pupils too easily lose concentration and do not always try their best.
- The school's leaders do not sufficiently bring together and use information on the quality of teaching and pupils' progress to lead to rapid improvements.
- Governors have not been able to challenge the school enough to bring about rapid improvements because they do not have this detailed linked information.
- The school does not always communicate clearly enough with parents and carers when they raise concerns.

### The school has the following strengths

- The new headteacher provides strong leadership and, together with other leaders, is taking action to improve teaching and learning. As a result standards are improving.
- Teachers' marking is consistently good and shows pupils clearly how to improve.
- Under new leadership, progress in the Early Years Foundation Stage is improving.
- Pupils feel safe and behave well around school and at playtimes and lunchtimes.
- Parents and carers are confident that their children are safe and happy in school.
- The school strongly promotes pupils' spiritual development.

## Information about this inspection

- Inspectors observed a whole-school assembly, 10 lessons taught by eight teachers, including two seen together with a senior member of staff, and part of a phonics session. Additionally break time and lunchtime arrangements were observed.
- Inspectors held meetings with two groups of pupils, staff, members of the governing body, and a representative of the local authority.
- Individual pupils read aloud to inspectors.
- Inspectors observed the school's work and looked at a number of documents including school development planning, records of attendance and behaviour, school and local authority records of lesson observations, safeguarding documents, and information on the progress made by pupils. They examined a range of pupils' books and other examples of work, and took account of staff questionnaires.
- Inspectors took account of 34 responses to the online questionnaire (Parent View) and the school's own surveys of parental views, and spoke informally to parents and carers collecting their children after school.

## Inspection team

Michael Farrell, Lead inspector

Additional Inspector

Amanda Simpson

Additional Inspector

## Full report

### Information about this school

- The school is smaller than average. Pupils come from mainly rural communities and nearly all have a White British background.
- A lower-than-average proportion of pupils are supported by the pupil premium (additional money from central government for pupils who are known to be eligible for free school meals or have a parent in the armed forces). The number has increased for the past three years.
- The proportion of pupils at school action is lower than national figures. The proportion at school action plus or with a statement of special educational needs is higher than nationally.
- Since the previous inspection a new headteacher has been appointed (from September 2011).
- A short time before the inspection took place the former Vice-Chair of the Governing Body became the acting Chair.
- Since the previous inspection, new facilities have been completed for the Early Years Foundation Stage (which comprises a pre-school and reception class) and a new coordinator was appointed in September 2012.
- Children in pre-school enter at different ages from two years old. This inspection looked at children who were three years old or above. Children under three are the subject of a separate inspection. Some pre-school children attend for the morning only, some for the afternoon only and some attend all day.
- No pupils are educated on other sites.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so it is consistently good or better by ensuring that:
  - lesson plans set out clearly the key points pupils are expected to learn, and teachers use these to assess how much pupils have learned in the lesson and to point to the next steps they should take
  - teachers do not talk too much in lessons, so pupils have more time to work on their own
  - teachers consistently plan lessons that are interesting and well constructed so that pupils' concentration levels do not flag and they do their best work at all times.
- Improve pupils' achievement in English by ensuring that:
  - in Key Stage 1, pupils in all classes have wider opportunities to write in different styles and on different topics
  - in Key Stage 2, pupils are encouraged to read a wider range of fiction and non-fiction texts.
- Improve the effectiveness of leadership, including that of governors, by ensuring that:
  - school leaders make better use of the evidence showing teachers' impact on pupils' achievement when judging teaching quality
  - governors receive detailed reports that enable them to link pupils' progress and the quality of teaching more precisely.
- Give parents and carers a range of opportunities to make their views known to leaders and governors, and give them a clear response when any concerns are raised.

## Inspection judgements

### **The achievement of pupils** requires improvement

- Pupils' achievement requires improvement because they are not making enough progress over time.
- Three-year-olds in the pre-school work at levels similar to those expected nationally. Children currently in the Early Years Foundation Stage are making improved progress because teaching is now better organised and stimulating. However, in recent years progress has been weaker and there have been variations in the performance of boys and girls. This is why achievement judged over a period of time requires improvement.
- Pupils in Key Stage 1 go on to reach average standards in reading, writing and mathematics and also in other subjects at the end of Year 2. Last year, standards in writing were lower than those in reading. The school recognised this and the specific programmes it has introduced are now accelerating progress in writing.
- Phonics (the sounds letters make) is taught systematically and effectively. In the new statutory phonics test introduced in 2012, pupils in Year 2 did much better than pupils of the same age nationally.
- In Key Stage 2, progress remains steady but it does not accelerate sufficiently and pupils' results in literacy and mathematics are consistently only average at the end of Year 6. This does not constitute good enough achievement over time, given pupils' starting points.
- Younger pupils' reading is generally good. They read with enjoyment and growing confidence, and use a range of approaches when tackling words that are new to them. For example, they look for picture clues, use the context of what they are reading, and sound out letters.
- Standards in writing at Key Stage 1 have remained at similar levels to those found nationally in recent years. The school's new approach is bringing improvements but these are not rapid enough. Not all pupils have enough opportunities to improve their writing by exploring different styles or by writing about a wide range of topics.
- Standards of reading in Key Stage 2 were low last year and pupils did not have sufficient opportunities to read a wide range of fiction and non-fiction texts in every class. The school has since introduced a new reading scheme but the impact of this has not yet been fully seen.
- Pupils who are disabled or have special educational needs make expected progress because of the support they receive in one-to-one work and the way the school monitors the progress of individual pupils to make sure improvements are made.
- The small numbers of pupils who receive the pupil premium make expected progress, and performance data show that pupils known to be eligible for free school meals are narrowing the attainment gap with other pupils in the school. This is because additional specialist resources have been purchased and are being used effectively to support pupils' learning.

### **The quality of teaching** requires improvement

- Recent changes in the leadership of the Early Years Foundation Stage have led to clear

improvements in teaching. Teaching is now more accurately matched to each child's learning level, and carefully considered play opportunities help ensure children enjoy their learning and make improving progress. However, the quality of teaching has previously been inconsistent and recent improvements will need to be sustained over time before teaching can be confidently judged to be good.

- Teaching in Key Stages 1 and 2 requires improvement because in recent years it has not ensured progress has accelerated sufficiently. Teaching is beginning to improve because of the checks on teaching and other support recently introduced by the headteacher. However, it is too soon for these innovations to have made a major difference.
- Teachers' planning in English and mathematics does not always make clear what pupils are meant to learn by the end of the lesson. At times, the teachers merely list the activities that the pupils will do rather than making key learning points clear so that pupils can improve their work. Consequently, teachers are not always able to assess accurately how much pupils have understood or are improving.
- In lessons where teachers' introductions are too long or work is not properly matched to pupils' abilities, a small minority of pupils lose concentration and do not try as hard as they should.
- There is some good teaching, although not enough. Individual teachers use questioning well to check what pupils understand. Teachers' subject knowledge is often good. The marking in pupils' books both encourages them to keep trying and shows them what they need to do next. Pupils sometimes add their own comments to those of the teachers to show they have understood. Pupils know their individual 'targets' for learning well.
- Pupils supported through the pupil premium are appropriately taught, for example using special programmes and additional resources. Disabled pupils and those who have special educational needs are supported well by teaching assistants and benefit from the close individual monitoring of their progress.

### **The behaviour and safety of pupils** requires improvement

- Around school, at playtimes and lunchtimes and in assemblies, pupils' behaviour is good. They are courteous and show consideration for others. The behaviour of children in the Early Years Foundation Stage is good in lessons and elsewhere.
- In the best lessons, behaviour tends to be good because it is well managed. In lessons that require improvement, pupils are compliant but lack the keenness for learning seen in the best lessons, and are not given enough chance to show their ability to work unaided.
- Pupils feel safe in school and know how to keep safe. Parents and carers are rightly confident that their child is safe and happy in school. Some parents and carers believe that occasionally a minority of pupils do not behave as well as they should, and inspectors agree.
- Pupils' attendance is average and they are punctual to lessons. Movement between lessons and when pupils come in from playtime is orderly.
- Pupils correctly say there is little bullying. They have a good understanding of the different types of bullying and know, for example, that it is wrong to send unpleasant text messages. Pupils are confident that if bullying arises, they can talk to a member of staff, they will be listened to, and

something will be done.

- Pupils enjoy school and speak with pride about the large amount of money they recently raised for a children's charity. They can readily list lessons and activities they like, and enjoy being with friends.

### **The leadership and management** requires improvement

- The new headteacher has brought a clear sense of direction to the school. Self-evaluation is now unflinchingly honest and the school recognises the areas where it needs to improve. Staff now work more effectively as a team and morale is buoyant. All are committed to doing better. However, leadership, including that by the governing body, requires improvement because over time leaders have not done enough to ensure teaching and achievement are consistently good.
  - The school's analysis of pupils' progress is not rigorous enough to identify when groups and individuals are making insufficient progress. Similarly, lesson observations have not been used systematically to pinpoint precise areas for improvement.
  - The school has implemented the statutory requirements for the management of teachers' performance, and this is bringing improvements to teachers' effectiveness.
  - A relatively small number of parents and carers responded to Parent View. Some expressed criticisms, including about behaviour and progress, and said the school did not always respond well to any concerns they raised. Parents who spoke to an inspector when collecting their children after school were, however, much more positive about the school.
  - Spiritual, moral, social and cultural development is suitably promoted, especially spiritual development. Assemblies contribute well to this.
  - The local authority has supported the school through regular monitoring and training. This has led to some improvements, but these have not been enough to improve teaching and progress sufficiently rapidly.
- **The governance of the school:**
- Governors have an appropriate grasp of the school's finances. They know how much pupil premium money is received, how it is spent and why, and know that it is having a suitable impact. They are aware of the progress pupils make and the quality of teaching. However, they do not know in enough detail which aspects of progress and teaching need to be improved because the school does not give them the necessary information. Governors have taken advantage of recent training opportunities and know, for example, how well pupils' progress compares with national figures. They have also ensured that safeguarding meets current government requirements. Governors are aware of the processes for checking how well staff are doing, and check that teachers' pay is judged according to their performance.

## 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>	116853
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	405672

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare Quinn
<b>Headteacher</b>	Julie Wills
<b>Date of previous school inspection</b>	28 September 2010
<b>Telephone number</b>	01684 592259
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