

# Upton Cross Primary School

Upton Cross, Liskeard, PL14 5AX

**Inspection dates** 5–6 June 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		Good	2
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' progress in English and mathematics, particularly in Years 2 to 5, is not good enough. Currently, pupils in these years are making considerably less progress than they made in the previous academic year.
- Teaching requires improvement because teachers do not always have high enough expectations for what the pupils, especially the more able, are expected to learn so they can make better progress.
- Pupils are spending too much time as a whole class, often going over work that they already know, and not being redirected by the teacher to move onto more challenging work.
- Learning tasks are often similar for all pupils in the mixed-age classes, leading to tasks that are not being correctly matched to the individual pupil's ability.
- Leaders, including governors, are not effectively monitoring the progress that pupils are making. Teachers assess and record the attainment of pupils regularly. However, senior leaders do not use this information effectively in order to take appropriate action and redress underachievement.
- Leaders are not checking rigorously enough, using the information on pupils' progress, that teaching is having the desired effect on pupils' achievement.

### The school has the following strengths

- Children in the Reception class and Early Years Unit make good progress in all areas of learning, due to the good teaching they receive in surroundings that are vastly improved since the previous inspection.
- Disabled pupils and those who have special educational needs achieve well due to effective support provided by teaching assistants.
- Pupils feel safe in school and behave well, even in lessons where the work does not fully challenge them. They are respectful and enjoy the wide range of activities that the school provides.

## Information about this inspection

- The inspector visited 11 lessons, including a session in the on-site Forest School and a session teaching phonics (linking letters and sounds). He observed three teachers and the Foundation Stage Unit leader. The headteacher joined the inspector for a number of observations.
- The inspector listened to pupils read and looked at examples of pupils' work to find out how well they learn, including disabled pupils and those who have special educational needs.
- Discussions were held with the headteacher, staff, pupils, governors, including the Chair of the Governing Body and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement information and documents relating to the safeguarding of children.
- The inspector spoke to some parents at the start of the day, took account of the 28 responses to the online Parent View survey and the 21 responses to the staff questionnaire during the inspection. A letter from a parent was also received.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Upton Cross is a smaller than average-sized primary school. Children who attend are from within the village or the surrounding area on the edge of Bodmin Moor.
- Since the previous inspection the school has entered into an executive headship arrangement with another primary school, with the headteacher leading both schools. The school is currently consulting on the possibility of extending this arrangement into a federation. The school is an active member of the Caradon Cooperative Educational Trust set up in January 2013 with four other local schools.
- Children start at the school in the Early Years Unit, which they attend for part of the week, before moving full time into the Reception Year within the Early Years Foundation Stage. Children in Reception are taught together with pupils in Year 1. Pupils in Years 2, 3 and 4 are taught together and the other class contains pupils from Years 5 and 6.
- Almost all pupils are White British, with very few pupils from different ethnic heritages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, for those who are looked after by the local authority and for children from armed-service families, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast and after-school club for pupils.

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

- Improve the quality of teaching, especially in Years 2 to 5, to raise achievement in English and mathematics, by:
  - ensuring teachers plan lessons with tasks that are always designed to meet the needs of individuals and groups of pupils
  - making sure that all pupils, particularly the more able, have a clear understanding of how much work they need to complete by the end of the session in order to accelerate their progress
  - ensuring teachers make better use of the information gathered on pupils' progress to reshape their learning in lessons
  - providing more opportunities for pupils to think and learn by themselves by restricting the amount of time they spend listening to the teachers talking to the whole class or going over work that they already know.
- Improve leadership and management by ensuring leaders:
  - regularly check the accuracy of pupils' progress, respond more swiftly to what the data about their achievement shows, and more quickly take effective actions to improve it
  - rigorously check teachers' performance by checking the progress made by the pupils in their class.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress in reading, writing and mathematics is not consistently fast enough over time to result in good achievement, with rates of progress being less for pupils this year than in the previous academic year. This is especially the case for pupils in Years 2 to 5 and is as a direct result of the quality of teaching for these pupils.
- Too few pupils exceed the expected rate of progress in English and mathematics because they are spending too long listening to the teacher or working together as a whole group, often on work they already know, without being redirected onto more demanding work quickly enough.
- Over 25% of parents who completed the online questionnaire did not think that their children made good progress or were taught well.
- In contrast, progress in Year 6, the Reception class, including Year 1 and Early Years Unit, is good. When children join the school in the Early Years Foundation Stage their skills and knowledge are generally similar to what would normally be expected for their age. However, their ability in writing is lower. Good quality teaching and interesting learning activities, in a stimulating environment, enable all children to achieve well. They join Year 1 with skills and abilities that are at least in line with what would normally be expected in all areas.
- The progress of disabled pupils and those who have special educational needs is similar to all other pupils, and in some cases better. This is due to some effective support provided by teaching assistants both in and out of lessons.
- Progress in reading is improving due to the introduction of a teaching programme to develop reading through regular phonics teaching. This is proving to be effective and pupils' attainment in reading is improving. Reading attainment is still below average at the end of Key Stage 1 but generally at least average by the time pupils leave the school in Year 6.
- By the end of Key Stage 2, pupils typically attain broadly average levels of attainment in English and mathematics.
- Extra staffing and one-to-one tuition are effective in meeting the needs of pupils entitled to pupil premium funding. As a result, the small numbers of pupils who are eligible for the pupil premium make similar progress to their classmates and reach similar attainment levels to them in English and mathematics.

### The quality of teaching

### requires improvement

- Lesson observations and scrutiny of the work in pupils' books demonstrate that teaching requires improvement. Teaching is not consistently good enough to ensure good achievement over time as rates of progress have slowed following improvements in the previous academic year.
- Teachers do not always help pupils, especially the more able, understand what they are expected to learn by the end of the lesson with tasks that are reflective of their ability. This means that often a similar task is given to all pupils and those who find the work easy and finish early are often left with nothing to develop their learning further. In a mathematics lesson for pupils in Years 2, 3 and 4, the higher-ability pupils were required to convert a bar chart to a pie chart using a spreadsheet programme, a task that had already been undertaken in the previous lesson so they were able to finish quickly, learnt nothing new and made no progress.
- Teachers mark pupils' work regularly and provide some 'next steps' to help the pupils to improve their work. Evidence in books show that pupils correct their mistakes, especially spellings, and use this information well.
- Teachers question pupils in lessons to monitor their progress but do not always use their responses and other information about their progress to move them onto more difficult work. This is because pupils are involved too much in small group work where individual progress cannot as easily be seen, restricting their chances to think and learn by themselves and limiting

their achievement.

- The most effective teaching caters for the needs of all pupils; it uses resources well to promote understanding, allowing pupils to make good progress. For example, teaching developed children's learning in the Early Years Foundation Stage by encouraging a group of boys to transform a camouflage 'tent' into a pirate ship to role play a story about pirates, allowing them to work together, yet individually progress very quickly, both creatively and socially.

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

- Pupils are happy at the school and generally have positive attitudes to learning, especially when the work reflects their interests and aspirations.
- Staff pay a great deal of attention to ensuring that pupils are well cared for and, as a result, safety and procedures to support them personally are effective. Pupils reported that they were confident the adults in school would quickly resolve any problems that they may have.
- A few parents who responded to the online questionnaire had some concerns about behaviour and bullying at the school but those who were spoken to by the inspector suggested that behaviour and safety were good and that bullying was not a problem. Pupils showed a good understanding of the different forms of bullying, including physical, emotional and cyber bullying. Records indicate that the few incidences of poor behaviour and bullying have been dealt with quickly and effectively.
- Generally, in lessons their behaviour is good. However, on the very rare occasions when there is some inappropriate behaviour such as chatting to each other or losing concentration, it is usually because the work provided by the teacher is not appropriately demanding.
- Outside, pupils play together well and support each other with the older pupils looking after the younger ones. They move around the school in a calm manner. All pupils, including those in the Early Years Foundation Stage, say they feel safe and very secure.
- Pupils say that they are happy to come to school. Attendance is gradually improving and is now broadly average. Staff at the school continue to work with parents to encourage the improving trend in attendance, ensuring that pupils attend regularly. Some pupils use the breakfast club, which provides a good start to school, and the after-school club, ensuring that pupils are looked after well.

### **The leadership and management require improvement**

- Leaders, including governors, are not responding quickly enough to checking the accuracy of the data tracking of pupils' achievement to ensure that it is consistently good enough as there has been a considerable drop in progress for many pupils at the school. This has meant that they have not been quick or decisive in their actions to resolve this and improve pupils' achievement.
- Leaders are not checking the performance of teachers closely enough to take full account of the impact they have on pupils' achievement in their classes. There is often a mismatch between the school's view of the quality of their teaching and the progress their pupils are making. However, the headteacher has successfully challenged some weaker teaching and has supported these teachers to improve.
- The curriculum is topic based and reflects the needs and aspirations of pupils well. Strong links with the 'other' Upton Cross School in London ensure that pupils are able to experience other cultures first hand. All pupils get to experience Forest School each year. The Year 1 pupils, who made imaginary bugs out of 'plasticine' and objects found in the woods, developed their creative and communication skills through the super discussions they were having together about them.
- Leaders have successfully addressed all areas of concern in the previous inspection, especially the superb transformation of the Early Years Foundation Stage environment and the quality of teaching in that area. They have also continued the improving trend in pupils' attendance and this indicates that there is a capacity to sustain further improvements.

- Leaders share a determination to avoid discrimination and ensure equality of opportunity for all. There is still more to do on this by ensuring that all pupils make good progress consistently as they move through the school.
- Pupils' spiritual, moral, social and cultural development is provided for well through the curriculum and other activities, such as assemblies and visits. Using the school grounds to grow plants and sell them at events during the summer helps pupils develop their understanding of their local rural environment while working together developing their social skills.
- The local authority has provided the school with some light-touch support during the time since the previous inspection.
- **The governance of the school:**
  - The governing body is experienced and provides good support to the headteacher. Governors are supportive of the need to share leadership with another school and have driven the move towards federation. They undertake training as is necessary to fulfil their role effectively. Governors have a clear understanding of the need to support the headteacher in his quest to improve and challenge teacher performance in teaching and leadership roles. They understand the link between performance and salary progression and work with the headteacher to manage this. However, they had not taken decisive actions to challenge the weakening pupil performance this year by effectively monitoring how well pupils are doing at the school and how well their school performs compared with others nationally. They evaluate the developments within the improvement plan with leaders and check that actions impact on outcomes for pupils. They keep a tight check on spending generally and have established that current pupil premium spending is effective because it has eliminated the gap between the progress of pupils entitled to it and of other pupils in the school in both English and mathematics. Safeguarding requirements are met.

## 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>	111956
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	405364

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Woodward
<b>Headteacher</b>	Mark Clutsom
<b>Date of previous school inspection</b>	25–26 May 2011
<b>Telephone number</b>	01579 362519
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