

# Upton Cross Primary School

Churston Avenue, London, E13 0RJ  
Orwell Road, London, E13 9BT

**Inspection dates** 19–20 June 2013

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is outstanding. Pupils start school often needing a lot of support for their learning, but make exceptionally good progress to reach standards which are well above average by the end of Year 6.
- Children in the Early Years Foundation Stage receive very effective help early on, and quickly grow in confidence, gaining independence and a love and enjoyment for learning.
- Teaching is outstanding and brings out the very best in each pupil. Teachers have high expectations and pupils rise to meet them, determined to succeed when activities are challenging.
- Pupils from different groups, including disabled pupils and those with special educational needs and those who receive additional funding, make excellent progress because skilled staff understand their needs and support them exceptionally well.
- Pupils' behaviour, attitudes to learning and respect for each other are outstanding. Pupils are enormously proud of their school and play an active part in contributing to the positive atmosphere.
- There is a culture of high aspiration and success for all. Pupils have a varied and stimulating learning experience, inspired by an interesting range of topics and themes which help to motivate them and contribute strongly to their spiritual, moral, social and cultural development.
- Leadership is outstanding. School leaders are highly supportive of the vision to continually improve and are inspiring role models around the school. Staff support for the headteacher has helped to sustain high standards across the school.
- The governing body plays an important and successful role in supporting and challenging the school to help drive improvements.

## Information about this inspection

- Inspectors observed 31 lessons, 14 jointly with the headteacher and school leaders. They also observed support and small-group sessions for pupils at risk of falling behind.
- Inspectors attended four school assemblies and visited the school’s breakfast club.
- Inspectors listened to pupils read in class and spoke to pupils informally on both sites, throughout the inspection. They spoke with a parent governor, a representative of the local authority and also to school staff, including senior and subject leaders.
- Inspectors noted the views of 46 parents and carers who responded to the on-line Parent View survey and spoke to parents and carers who were bringing their children to school.
- The inspection team reviewed the responses to 42 staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current progress, planning documents, checks carried out by leaders on the school’s effectiveness, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Marion Hunter	Additional Inspector
Paula Protherough	Additional Inspector

## Full report

### Information about this school

- Upton Cross is part way through an expansion programme which will increase the number of pupils to approximately 1,200 by 2016. The school has opened a second site, currently under development, and housing three Reception and two Year 1 classes. The Annexe buildings are a 10 minutes walk from the original school and opened in September 2011. The school is larger than most primary schools.
- The majority of the pupils are from minority ethnic groups and the proportion who speak English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is below the national average.
- The breakfast club is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Make sure that pupils are given enough time and opportunities to apply their learning skills to all subjects.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils make excellent progress through the school. School information and current work indicate that pupils are on track to continue to improve further in both key stages in 2013.
- Pupils known to be eligible for free school meals achieve well. Overall, pupils eligible for the pupil premium were almost a term behind their peers in school in reading, almost a term ahead in writing and a third of a term behind in mathematics. When compared with their peers nationally, they are ahead for all subjects. Extra funding is now used very effectively to provide additional teaching staff and support staff who speak a range of languages so that early barriers to learning are quickly removed. Achievement gaps are now closing.
- Pupils' standard of reading is high and rises quickly to reach above age expectations across the school. Less-able pupils in Year 2 and Year 6 show a secure grasp of the principles of reading. Pupils have exceptionally positive attitudes and high levels of enthusiasm about their enjoyment of reading and speak about their favourite authors with confidence and conviction.
- Writing standards are especially high, and writing is a feature of many class activities, visits and topics studied. Pupils write for a range of purposes with competence and confidence. They check and edit their own work so that they are constantly improving.
- In numeracy, pupils have excellent opportunities to think for themselves when choosing how to solve mathematical problems. They use mathematical language and can apply previous learning across a range of topics, to build on and further develop their understanding. This contributes well to raising their achievement.
- Disabled pupils and those who have special educational needs receive exceptionally good-quality support and achieve very well as a result. Additional funding to provide specialised adult support for smaller groups daily has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good and better progress because the school identifies their language needs early on and provides highly skilled language support.

### The quality of teaching is outstanding

- School leaders have placed a strong focus on teaching and learning and this is one of the main reasons why the quality of teaching has improved further and remained at an outstanding level.
- Teachers set high expectations and the pace of lessons is typically swift, containing a good variety of challenging activities and opportunities for pupils to be involved throughout. As one pupil said, 'Even if you have achieved your target, you have to do more, teachers expect us to.'
- Children in the Early Years Foundation Stage are encouraged to be independent and quickly develop high levels of confidence as their communication skills improve and adults engage their interests with a series of enjoyable, purposeful activities both indoors and outside. Early reading and writing skills develop particularly well and provide an excellent basis for their next steps in learning.
- Literacy, including reading, and numeracy are taught extremely well, so pupils have lots of opportunities to develop their writing and mathematics skills across different subjects. Teaching is enhanced by the effective use of an excellent range of resources, including new computers, interactive whiteboards, and other information and communication technology (ICT) equipment which provides variety in the ways pupils learn across all years.
- The teaching of key learning skills has enhanced pupils' own capacity to be more responsible for their own achievements; however, they are not always given enough time, or opportunity, to use their learning skills across all subjects and this can limit their chances to develop as quickly as they do in English and mathematics
- Teaching assistants make a huge contribution to pupils' excellent learning and progress. They know their pupils well and are sensitive to their needs, providing the right balance of support at

the right time. As a result, they help to ensure that all pupils make the very best progress that they can.

- Teachers are very effective in linking activities with pupils' individual targets so that pupils understand exactly what is expected of them and how they can achieve greater success. Pupils understand their targets and refer to the learning intention and success criteria when reviewing a piece of work. They have the highest motivation to achieve their absolute best.
- Marking across the school is excellent in all lessons and subjects. The very best examples refer to pupils' individual targets and offer high quality, helpful feedback to ensure that pupils reach the highest levels in their work. Teachers' marking offers a careful balance between praise and suggesting how to improve. Pupils read and regularly respond to comments, which help them to continue to improve their work.

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

- Pupils have exceptionally positive attitudes to learning. They manage their own behaviour very well and play a very active part in maintaining the positive, friendly atmosphere in the school.
- The parents, carers, and staff agree that pupils' behaviour in lessons and around school is excellent. Pupils' attendance levels have risen and are above average, and the importance of not taking extended holidays during term time is taken seriously. The breakfast club is popular and has had a positive impact on raising attendance.
- School councillors represent pupils well and, across the school, pupils are frequently encouraged to give their views on aspects of their learning, which teachers and school leaders use to improve their lessons.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk, particularly as they are visited by police, the school nurse and fire brigade, and frequently go out on trips across the city. They also learn about being safe on bicycles and some are trained junior road safety officers. Pupils are highly aware of different types of bullying and how to keep themselves safe, especially on the internet. There are few racist incidents, and discrimination in any form is not tolerated.
- Pupils apply to become buddies and keenly help to make newcomers feel welcome and settle in. They are very proud of their school and all speak positively about how much they enjoy and value being a part of it, with two pupils commenting that 'people in this school, show that they care for each other,' and, 'we know how to be responsible for ourselves and others'.
- Pupils say that they feel very safe in school. If they have any concerns, they say that there are several adults who they can turn to for help and many named the 'place 2 be' school counsellor.
- In assemblies, pupils make responsible choices about where they sit and their impeccable behaviour shows their well developed and mature attitudes.

### **The leadership and management** are outstanding

- School leaders have been highly successful in continuing to improve the school, so that all aspects of its work have remained outstanding. They work closely as a team, with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school and mirrored on the new and developing site.
- Leadership roles have evolved and strengthened, with new roles created to retain talented teachers and drive key improvements identified in the school's development plan. Staff responses were resoundingly positive and praiseworthy of the leadership team.
- The school reviews all aspects of its work thoroughly and acts quickly to address any gaps so that the pace of improvements is not slowed. School development plans are realistic and sharply focused. Plans to raise standards are linked to close checks on the quality of teaching, learning and progress, and these are shared by all leaders at all levels in the school. Excellent staff

training and the highly effective retention of talented newly qualified teaching staff in recent years have led to sustained improvements across the school.

- Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. This has helped to improve the quality of teaching so that all is now consistently good and, increasingly, much is outstanding.
  - Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. All pupils benefit from exciting trips and visits which bring their learning experiences to life, and older pupils spend a week away at an outdoor centre in Essex.
  - The local authority has supported the school very well and its involvement has been integral during the considerable expansion programme.
  - **The governance of the school:**
    - Governors are highly skilled and their work with school leaders is exceptional and has been essential in the drive to remain an outstanding school. They have an excellent understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools nationally. Governors are committed to enhancing their own skills and have even received training from subject leaders in the school. They make regular visits to check directly on key areas of the school's work, have instigated governor open days, and also ensure that financial resources are efficiently managed including pupil premium funding and how this impacts on pupils' achievement. They have noted the improved attendance since the appointment of an attendance officer and subsidising breakfast club places for pupils. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They check that the breakfast club is well run and that safeguarding meets requirements.
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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>	102750
<b>Local authority</b>	Newham
<b>Inspection number</b>	411933

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	500
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Abdul Rahim
<b>Headteacher</b>	Nick Turvey
<b>Date of previous school inspection</b>	25 November 2008
<b>Telephone number</b>	0208 5521081
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