

Upton Primary School

Iris Avenue, Bexley, DA5 1HH

Inspection dates

26–27 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 achieve well in all key stages. Overall, the levels they reach by the time they leave are broadly average in English and mathematics.
- The quality of teaching is typically good as teachers plan effectively. Teachers have high expectations and give pupils clear guidance about how they can improve their work.
- Teachers use information and communication technology such as computers and interactive whiteboards effectively to motivate pupils and help them to tackle challenging work.
- The governing body, headteacher and other leaders are ambitious for the school. They know the school's strengths and areas for improvements very well.
- Rigorous systems to check the quality of teaching and learning ensure that teachers know what they do well and how to improve.
- Pupils' behaviour is excellent. They are polite and show great respect for all members of the school community. Pupils say they feel safe and are very well cared for.
- The school's inclusive ethos and caring environment underpin the successful promotion of pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- There is insufficient outstanding teaching.
- Pupils' progress in writing at Key Stage 2 is lower than in reading and mathematics.
- The curriculum is not sufficiently relevant to the needs of pupils who have recently joined the Speech, Language and Communication Unit.

Information about this inspection

- Inspectors observed parts of 23 lessons, including nine jointly with the headteacher and members of the senior leadership team.
- Inspectors evaluated pupils' work and talked to a range of pupils about their learning.
- Inspectors held discussions with parents and carers, staff, members of the middle and senior leadership teams, Chair and Vice Chair of the Governing Body, and a representative of the local authority.
- Inspectors analysed a range of documents, including the school's self-evaluation, documents relating to safeguarding, policies, information about pupils' progress, minutes of meetings held by the governing body, and records of behaviour and incidents; they also looked at the school's website and data dashboard, and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- Inspectors took account of 59 responses to the online Parent View survey, the views expressed by parents and carers during the inspection and school's records of parents' views. They reviewed the responses to staff questionnaires.

Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Patricia Underwood

Additional Inspector

Peter Hare

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year group from Year 1 to Year 6.
- The Early Years Foundation Stage comprises two part-time Nursery classes and two full-time Reception classes.
- The school has a speech, language and communication unit, which provides specialist provision for 16 pupils with a statement of special educational needs. This unit serves the whole of the local authority.
- Most pupils are white British and there is a wide range of minority ethnic groups, with the largest groups from Black African and British Indian.
- The proportion of pupils who speak English as an additional language is below average with a small number at an early stage of learning English.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that a greater proportion of teaching is outstanding by:
 - making sure that tasks are well matched to the needs of all pupils
 - extending the more able and maintaining a brisk pace in all lessons.
- Review and develop the curricular provision to make it more relevant and better matched to the needs of pupils in the speech, language and communication unit.

Inspection judgements

The achievement of pupils is good

- Children's current level of skills on entry are below those expected. Children achieve well in the Early Years Foundation Stage because staff use effective questioning and every opportunity to develop language, extend vocabulary and practise counting. Teachers adapt activities to match the needs of children so all make good progress.
- At Key Stage 1, pupils make good progress and their attainment is slightly above average in reading and mathematics by the end of Year 2. Teachers ensure that pupils build on their prior learning. At Key Stage 2, pupils build on this good progress and attainment is above average in English and mathematics by the end of Year 6, but the expected progress for the less able pupils is below average in writing.
- The school's internal assessments show that almost all pupils are making good progress in reading, writing and mathematics across all year groups.
- Effective and well-directed support for disabled pupils and those who have special educational needs mean they make good progress in reading and mathematics and are beginning to make better progress in writing. Pupils in the speech, language and communication unit make good progress according to their level of need and in line with the pace of progress of their peer group and other pupils with special educational needs. Most pupils have individually planned activities that meet their specific needs in the main school.
- Pupils from different ethnic groups, including Black African and British Indian, and pupils who speak English as an additional language, achieve well.
- Pupils known to be eligible for pupil premium funding are also achieving well and closing the gap with what other pupils are achieving nationally. In 2012, the attainment of these pupils was broadly in line with the national averages in English and mathematics at the end of Year 6. The school targets the designated funds well to support these pupils, including individual learning sessions, specialist teaching programmes and a range of curricular enrichment activities.
- Pupils enjoy reading. As a result of good teaching, younger pupils have a secure understanding of phonics (letters and sounds they make). In 2012, Year 1 pupils performed in line with the national average in the phonic screening check, but the school's current assessment data shows that this year, the proportion achieving average is much higher than last year.
- The school has an inclusive ethos and ensures that every pupil gets an equal chance to succeed, while valuing differences in their backgrounds and beliefs.

The quality of teaching is good

- Teaching usually engages pupils and promotes their enjoyment well. Teachers have high expectations of what pupils can do. They plan interesting and engaging experiences for pupils and extend their learning by using skilful questioning.
- Teachers use resources, including technology such as interactive whiteboards and computers, creatively, and make the learning exciting.
- In the Early Years Foundation Stage, teachers plan a good range of activities both inside and outside and have high expectations of behaviour, which children rise to.
- Teachers check carefully that pupils understand what is expected of them. This is particularly effective in helping pupils to achieve well at their own level. For example, in a literacy lesson in Year 6, pupils commented on the teacher's modelled writing and pointed out what was lacking in that piece of writing. Pupils independently suggested words and descriptive language to make the writing interesting.
- Teachers' planning is thorough and takes into account fully the knowledge and skills pupils need to learn and build on their prior learning. However, teachers do not always adapt their planning sufficiently to take greater account of the needs of individual pupils and do not extend the more

able pupils.

- Sometimes teachers do not make their expectations very clear during the main part of the activity. This makes the pace of the learning a bit slow.
- Pupils' work is consistently well marked, especially in English and mathematics. The feedback is detailed, and involves pupils in deciding what to do next and how to influence their own learning. Pupils are given time to consider teachers' comments and respond appropriately. Pupils take pride in their work and are fully aware of their targets. They understand that they are responsible for making sure they do as well as they can.
- Teaching assistants effectively support learning, particularly for less able pupils and pupils with special educational needs. There are many examples of joint planning and team teaching across the school.

The behaviour and safety of pupils are outstanding

- Pupils are very polite and courteous and have very positive attitudes to learning. Pupils take pride in presenting their work to high standards. They work collaboratively, listening to different points of view and sharing their ideas to help one another learn. Often there is a buzz in the classroom.
- Relationships are excellent. Pupils behave exceptionally well in lessons and around school. They are well mannered towards one another and to adults. Scrutiny of behaviour records and discussions with pupils and staff show that this is typical over time.
- Pupils are exceptionally well motivated about learning and enjoy being in school. For example, one boy said, 'The school is like a second home to me.' All know they have a responsibility to care for others in the school. Not surprisingly, the pupils are very punctual and attendance is above average.
- Pupils feel extremely safe and secure in school. They told inspectors that if they have any concerns, teachers and other staff deal with them promptly. School records show that bullying is rare and dealt with robustly and successfully. Pupils and parents say that the school investigates incidents thoroughly, using Restorative Practices.
- There are no racist name-calling incidents. Pupils have a very good understanding of different forms of bullying, including cyber bullying and prejudiced based bullying. Pupils are fully aware of stranger danger.
- The school sets clear and consistent boundaries for ensuring pupils' excellent behaviour. Pupils are given opportunities to reflect on issues linked to behaviour and relationships. Safety routines are systematic and consistent.
- The school-based records on behaviour and support indicate excellent improvements over time for individual pupils.
- Parents and carers are overwhelmingly positive about the behaviour and safety of pupils in the school.

The leadership and management are good

- The headteacher and senior leadership team have a clear vision and drive to improve standards. The school has a common goal in terms of improving the quality of teaching and all pupils' achievement.
- There is a real focus to improve teaching by accurate monitoring, effective performance management and professional development, which is closely matched to the needs of staff. The school's self-evaluation is robust and the school's actions are carefully planned.
- The headteacher has taken robust management action regarding staff structure and salaries. There is a strong link between teacher performance and pupil progress.

- The role of middle leaders is well developed. They monitor and evaluate the performance in their respective areas of responsibility very effectively.
 - Expectations are high and leaders have agreed clear and detailed action plans. Progress in meeting the targets and success criteria is constantly reviewed. There is a strong evidence of staff responsibilities being evenly shared. Inspection questionnaires returned by staff show that the leadership of the school has their full support.
 - A strong inclusive ethos and caring environment has an excellent impact on the daily life of the school. This contributes well to pupils' spiritual, moral, social and cultural development. All members of staff provide good role models in consistently promoting the ethos and values of the school.
 - The curriculum covers all of the required areas of learning, with a clear focus on literacy and numeracy. It provides relevant learning opportunities and is very well enhanced by the extra-curricular activities. However, the curriculum offered to pupils in the speech, language and communication unit does not meet their needs effectively.
 - The school works well with parents, for example by inviting them into the Early Years Foundation Stage to demonstrate how pupils can be supported, to see work done in special projects (Mantle of the Expert) and by regular communications by e-mail, newsletters, texts, first-day call and website.
 - The local authority has provided intensive support. It conducted a teaching and learning review in February 2013 and judged the school to be good.
 - Safeguarding systems are robust and meets all statutory requirements. These are reviewed regularly and are valued highly by pupils, parents and carers.
 - **The governance of the school:**
 - Governors are very well organised and have an excellent knowledge of the school's strengths, the quality of teaching, key issues and the action plans. The governing body is very determined in fulfilling its statutory duties and provide sufficient support and challenge to the headteacher and members of the senior leadership team in the school. Governors have first-hand experience of the school's judgement making processes. They are aware of the amount the school receives for the pupil premium and its effectiveness. Governors attend professional development training regularly. They are fully aware of the school's performance management policy and regularly question the headteacher about the performance of staff and how it is linked to salary, and they understand the data relating to pupil outcomes. Governors ensure the efficient management of the school's financial resources.
-

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	101413
Local authority	Bexley
Inspection number	400473

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	482
Appropriate authority	The governing body
Chair	Mr Mike Ruffley
Headteacher	Mrs Omar Rampersad
Date of previous school inspection	9–10 June 2010
Telephone number	020 8303 7266
Fax number	020 8303 0152
Email address	head@upton.bexley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

