

# Uphall Primary School

Uphall Road, Ilford, Essex IG1 2JD

**Inspection dates** 8–9 July 2014

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress to reach above-average standards at the end of Year 6.
- Teachers plan work that interests and engages pupils and this leads to good learning.
- Leaders and managers, including governors, have high expectations. They hold teachers to account for the progress pupils make.
- The school offers many opportunities to develop pupils' social, moral, cultural and spiritual education. The well-planned curriculum promotes good progress.
- Effective teaching in the Early Years Foundation Stage ensures children make good progress, especially in developing early reading, writing and mathematics skills.
- Relationships within the school are very positive. Pupils behave well. They are unfailingly polite, courteous and respectful.
- Attendance has improved in the last two years. Pupils want to come to school. They enjoy learning.
- Attainment and progress in writing have been particularly strong in recent years. Pupils have many opportunities to write at length in subjects other than English.
- Displays in the school are beautifully presented and the outdoor area is attractive and well kept. Staff, pupils and parents and carers are proud of their school.

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

- Teachers do not apply the school's marking policies consistently enough. As a result, pupils do not always know how to improve their work.
- In some classes, teachers do not move pupils on to more challenging work quickly enough which slows down some pupils' progress.

## Information about this inspection

- Inspectors observed 35 lessons, eight of which were jointly observed with the headteacher or other senior leaders.
- Inspectors heard groups of pupils from Years 2 to 6 reading. They examined work in pupils' books in detail.
- Meetings were held with the headteacher, members of the senior and middle leadership teams, a group of governors and some pupils. The lead inspector met a representative from the local authority.
- The inspection team took account of 48 responses to Parent View, Ofsted's online questionnaire, and spoke to a number of parents and carers informally before school. They also considered 80 responses to the staff questionnaire.
- Inspectors looked at a range of documents including the progress of pupils currently in the school, the school's improvement plans and evaluations of its work, governors' minutes as well as information relating to safeguarding and pupils' attendance.

## Inspection team

Jill Thewlis, Lead inspector	Additional Inspector
Matthew Klimcke	Additional Inspector
Peter Lacey-Hastings	Additional Inspector
Catherine Beeks	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average primary school. A building programme to enlarge the school further is due for completion in August 2014. Additional pupils will enter the school in September 2014.
- The proportion of pupils supported by the pupil premium, which is additional government funding to support pupils who are known to be eligible for free school meals or looked after children, is above the national average.
- The proportions of pupils who are from minority ethnic groups or who speak English as an additional language are well above the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below the national average. The proportion of students supported at school action plus or with a statement of special educational needs is also below the national average.
- The school meets the current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that teaching is more consistently outstanding by:
  - checking that all teachers apply the marking policy consistently so that pupils are clear about how to improve their work and show they have understood and acted upon the advice given.
  - making sure that all teachers move pupils on to more challenging work quickly so that all of them make rapid progress.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and abilities below the levels typical for their age, particularly in language. Due to the good provision, children progress well and most enter Year 1 with a good level of development.
- Good progress continues in Key Stage 1 and this has contributed to a steady upward trend in attainment over the last three years which has continued in 2014. Pupils are doing better than others nationally, especially in mathematics.
- The school teaches phonics well (the link between letters and the sounds they make). As a result pupils achieved above-average results in the national phonics screening check in 2013.
- Pupils continue to achieve well at Key Stage 2, although they make slightly slower progress in Year 3 and then in the later years.
- The work seen in pupils' books show those pupils are currently making good progress, although a few inconsistencies remain in Year 3. Pupils write legibly, use correct punctuation and usually spell accurately. Pupils' work in mathematics shows that they use and apply their mathematical skills well.
- Test results in 2013 showed that those pupils who were eligible for additional funding were six months behind their classmates in mathematics and less than four months behind in reading; they were ahead of other pupils in writing. Current information shows that pupils at the end of Year 6 who are supported by additional funding are rapidly catching up with their classmates. Disabled pupils and those with special educational needs are making good progress because teachers identify their needs quickly and provide effective support for them.
- The most able pupils did not attain as well, or make the progress of which they were capable, in 2013. Senior leaders acted quickly and successfully to rectify this. As a result, more of these pupils have achieved the higher levels of attainment in Year 2 and Year 6.
- Pupils who come from minority ethnic backgrounds, including those who speak English as an additional language, make good progress because they are well supported by skilled teachers and assistants. As a result, they are making progress which is similar to, or better than, their classmates'.
- Regular physical activities before school, at lunchtime and after school encourage pupils to be physically active.

### The quality of teaching is good

- Teachers have high expectations. They expect pupils to behave well, to concentrate and to produce work which is of high quality. Pupils respond by working hard and being attentive.
- Teachers ask well-phrased questions which deepen pupils' knowledge and understanding, and this helps them to make good progress.
- On occasions, teachers do not move pupils on to more challenging work quickly enough, especially in Year 3. This slows pupils' learning.
- Marking across the school is inconsistent because teachers do not always show pupils clearly enough how to improve their work. This slows their progress and, occasionally, causes some pupils to lose interest in their work.
- Teachers skilfully develop children's language skills in the Early Years Foundation Stage because they talk to pupils about the meanings of words. In a Reception Year class, for example, the teacher asked a group of children to explain the meaning of 'harmless' in order to deepen their understanding. This was particularly helpful for children who did not have a good grasp of English.
- Teachers encourage pupils to express their ideas out loud before writing them down. This helps pupils to improve their writing skills because they have a clearer idea of what they are going to

write. For example, in a Year 1 class, a boy was able to tell his classmates a story he had made up in the correct sequence.

- Effective teaching of reading throughout the school ensures that pupils achieve well. Pupils say they enjoy reading and can freely discuss their favourite authors. They are able to explain why they like particular books. One child said, 'It helps my imagination.'
- Pupils who are supported by additional funding benefit from good support. Teachers and assistants help them to catch up by working with them individually or in small groups, having identified specific areas for improvement.
- Children in the Early Years Foundation Stage learn well through an interesting and engaging range of activities, both inside the classroom and in the outside area. They concentrate extremely well because teachers plan tasks that match their needs well. Children work and play together harmoniously because they know the expectations for their behaviour. This enables them to make good progress from their low starting points.
- Relationships between teachers and pupils are very positive and contribute to pupils' good learning. Teaching assistants support pupils' learning well and help them to develop understanding and to improve their work.
- Teachers provide helpful support for pupils who speak English as additional languages and check their progress carefully. As a result, pupils' fluency improves quickly.
- Pupils who are disabled or who have special educational needs also make good progress because staff identify needs promptly and provide effective support to develop their understanding.

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

- The behaviour of pupils is good. Pupils want to learn and are keen to do well. They are punctual and lessons begin promptly. Adults have high expectations of behaviour which pupils respond to well.
- Behaviour around the school at playtime and during lunchtime is good. Pupils are unfailingly polite and courteous to all adults and to each other.
- The rate of exclusions has fallen over time because all members of staff now apply the school's behaviour policy consistently. They insist on high standards of behaviour and pupils understand and respect this.
- Behaviour is not outstanding because, occasionally, pupils lose concentration when teachers do not move them on quickly enough to more challenging work. Even when this happens, pupils remember their good manners and are not disruptive.
- Pupils know about the different forms of bullying. They are emphatic that there is very little bullying in school and that it is dealt with swiftly. This is supported by the school's records which show incidents of bullying have reduced.
- Pupils are proud of their school. They adhere to the uniform policy. The school is clean, tidy and well presented.
- Attendance is improving due to the school's concerted and effective actions. It is now average.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep safe in school and beyond, for example when crossing the road. They have a good understanding of how to keep safe when using modern technology. Pupils say they feel safe and this view is overwhelmingly endorsed by parents and carers.
- The school meets all statutory safeguarding requirements.

### **The leadership and management are good**

- The headteacher, senior leaders and governors have a clear vision for the school and communicate this effectively to other staff and to the pupils.
  - Senior leaders make regular checks on the quality of teaching and are well aware of those areas where inconsistencies remain. The headteacher and other leaders, including governors, systematically check pupils' progress. They hold teachers to account for the progress of pupils in their class.
  - Teachers have individual performance targets which are linked to their pay and promotion. Senior leaders deal with weak teaching rigorously.
  - All teachers have helpful professional development, based on their needs and those of the school. Senior leaders encourage groups of teachers to carry out research, for example into styles of marking and their effectiveness. The impact of this work is not yet fully evident throughout the school. The school's plans for the future are well focused and detailed. There are clear measures of success but no targets which can be measured. The headteacher and other leaders have a realistic view of the school and their evaluation of its present situation is accurate.
  - The school's middle leaders check the progress of pupils in their subjects thoroughly. This enables them to identify areas for improvement and take swift action to ensure those improvements are made. They regularly report to the governing body.
  - The school has received good support from the local authority.
  - The school promotes equality of opportunity well and does not tolerate discrimination in any form. Disabled pupils, those with special educational needs and supported by additional funding have equal access to all activities. Pupils from all backgrounds and cultures get on very well together because the school fosters good relationships.
  - The curriculum is varied and interesting. It provides many opportunities for pupils to develop effective skills in writing for different audiences and to select and use information from books. The curriculum supports achievement in reading and writing because work is often based on a book. For example, work on the Second World War was based on *The Boy in the Striped Pyjamas*. This stimulated pupils to discuss how there are two viewpoints in all conflicts and that issues are never straightforward.
  - The development of pupils' social, moral, cultural and spiritual education is strong. Pupils have time to reflect and to discuss moral issues, such as whether slavery is ever acceptable. Pupils understand that all actions have consequences. The celebration of other cultures is a strength of the school. Pupils have many opportunities to take part in activities involving music, art and sport.
  - Parents and carers are supportive of the school. They value being able to talk to the headteacher and staff to discuss any concerns. The school provides a range of opportunities for parents and carers to engage with the school, including physical activity before school.
  - When pupils who speak English as an additional language enter the school, their language and learning needs are checked by a member of staff who speaks their language. This helps them to make equally good progress as other pupils.
  - The school makes good use of the government's primary school sports funding. Leaders have purchased new outdoor gymnastic equipment and have organised additional training for staff to enhance the quality of teaching.
- **The governance of the school:**
- Governors have a clear understanding of the strengths and weaknesses of the school, including the quality of teaching. They know about the link between performance and pay, how good teachers are rewarded and how underperformance is tackled. They manage the appraisal of the headteacher's performance effectively with the support of an external advisor.
  - Governors understand and use the data available about pupils' attainment and achievement, and receive additional information about pupils' progress through detailed reports from the headteacher. Governors are insistent that additional funding is used effectively and only for

the pupils who are eligible for it. Governors ensure that these additional funds and the primary school sports funding are used effectively.

- Governors ensure that the school manages its finances well and that the school is solvent. They ensure that safeguarding is well managed and that all requirements are fully 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>	102819
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	439507

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

<b>Type of school</b>	All through
<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>	940
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Kundu
<b>Headteacher</b>	Sherlyn Ramsay
<b>Date of previous school inspection</b>	21 May 2009
<b>Telephone number</b>	020 8478 2993
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