

# Upland Primary School

Church Road, Bexleyheath, Kent, DA7 4DG

**Inspection dates** 16–17 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The highly successful leadership of the headteacher, senior leaders and subject leaders has brought about impressive improvements since the previous inspection.
- The staff work extremely well as a team, striving to raise achievement for pupils, improve teaching and promote high standards of behaviour.
- Governance is much improved. Governors have a very clear understanding of the school's performance and provide an effective blend of challenge and support.
- Pupils have very positive attitudes to learning. Their behaviour is mostly outstanding in the classroom and around the school.
- The school successfully promotes pupils' personal qualities and values such as determination, doing your best, friendship, respect for others, tolerance and teamwork.
- There are very effective procedures to ensure that pupils are safe. Pupils feel safe and well looked after by staff.
- Pupils thoroughly enjoy school and their attendance is well above the national average.
- Teaching is much improved since the previous inspection. Teachers convey high expectations of what pupils can achieve and pupils rise to the challenge of the work set.
- Pupils know how well they are doing and what they need to do to improve because of teachers' clear feedback and marking.
- Disabled pupils and those with special educational needs receive effective guidance and support.
- Children in Nursery and Reception have a strong start to their school life and achieve well. Pupils continue to make good progress through Key Stages 1 and 2.
- Effective action has been taken to improve pupils' writing and to close the gap between boys' and girls' attainment in Key Stage 2.
- Pupils' attainment by the end of Year 6 is securely above average in reading, writing and mathematics.

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

- In a few classes, work is not set at the right level of difficulty for different groups of pupils and this hinders their progress.

## Information about this inspection

- The inspectors observed teaching and learning in all classes. Lessons were seen jointly with the members of the senior leadership team.
- Considerable time was spent analysing pupils' work and the information about pupils' attainment and progress.
- Discussions were held with the headteacher, staff, a representative from the local authority, governors, parents and carers and pupils.
- The inspectors took account of the 140 responses to the online survey, Parent View, and correspondence from parents and carers.
- Questionnaires from 28 members of staff were analysed.
- The inspectors examined a range of documents including school policies, safeguarding procedures and the school's development planning.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

Eileen Quigely

Additional Inspector

Lee Selby

Additional Inspector

## Full report

### Information about this school

- Upland is much larger than the average-sized primary school.
- About three quarters of the pupils are White British. Other pupils have a wide range of ethnic heritages including Other White, Indian and African.
- The proportion of disabled pupils and those with special educational needs on the school roll is about 11%. This is lower than that found in most schools.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher took up her post in September 2012 and the deputy headteacher in September 2013.

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

- Improve on the already good teaching so that more pupils make outstanding progress by ensuring that all teachers set work that is at the right level of difficulty for different groups of pupils.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher has demonstrated formidable determination, energy and passion in her efforts to improve the school since the last inspection. She has high expectations of pupils, staff, governors and parents and carers. The headteacher is very well supported by members of the senior leadership team and subject leaders.
- Leadership roles have been effectively shared so that the talents and expertise of teachers are used to the best effect. The leadership of English, mathematics, the Early Years Foundation Stage and special educational needs is all strong.
- All leaders and staff work very well together to promote high-quality teaching and good achievement for pupils. The promotion of pupils' good behaviour, safety and spiritual, moral, social and cultural development is outstanding. Leaders and staff have created a welcoming atmosphere and a positive learning environment where all pupils can learn and develop. The school successfully promotes qualities and values such as courtesy, determination, fairness, respect for others, tolerance and responsibility. Pupils are very well prepared for life in modern Britain.
- Through rigorous and systematic checking, leaders, staff and governors have a clear understanding of the school's strengths and weaknesses. Decisive and robust action is taken to bring about rapid change. For example, teaching has been improved considerably, pupils' achievement in writing has risen and the school has successfully closed the gap in attainment between boys and girls in Key Stage 2.
- Leaders have rightly placed much emphasis on improving teaching. Teaching is effectively checked by senior and subject leaders. Coaching, support and training are provided to extend teachers' skills. Arrangements for appraising the performance of teachers are clear and robust, and the targets they are set are closely linked to pupils' progress and to priorities in the school improvement plan.
- The school has developed an exciting curriculum which promotes good achievement and outstanding personal development for pupils. Pupils thoroughly enjoy the subjects and topics offered and the additional activities, such as clubs, sport and educational visits. All pupils have full and equal access to the activities provided. Good progress is being made in implementing new assessment arrangements.
- Additional funding is used wisely to provide eligible pupils with extra support, particularly in literacy and numeracy. The funding and support are having a positive impact on these pupils' progress.
- The primary school sports funding has been used successfully to extend pupils' opportunities for sport and physical development. Specialist coaches have been employed in areas such as gymnastics and football to train staff and to teach the pupils. Pupils have benefited from this specialist input and have participated well in sports tournaments and a swimming gala.
- The local authority has a clear overview of the school's performance and the rapid improvements made since the previous inspection. The local authority provides appropriate support. The school makes good use of other school leaders and advisers in its efforts to improve.
- **The governance of the school:**
  - Governance has improved significantly since the previous inspection. The governors now possess a clear and accurate overview of the school's performance. They are very well informed about the achievement of different groups of pupils and any variation in achievement between subjects.
  - Through regular school visits and clear reports from the headteacher, the governors have a detailed picture of the quality of teaching. They fully understand requirements relating to the management of staff performance and ensure that promotion and salary increases are based on the progress that pupils make.
  - The governors support the headteacher and staff well. Their secure knowledge of the school's performance enables them to challenge senior leaders and hold the school to account.
  - Governors ensure that additional funding is used properly and check the impact of spending on pupils' attainment and progress.
  - All safeguarding procedures meet requirements.

### The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. The school's work to keep pupils safe and secure is also outstanding. These areas, particularly behaviour, have improved remarkably since the previous inspection when pupils' behaviour required improvement.

- Children in Nursery and Reception settle into school extremely well. They thoroughly enjoy the exciting indoor and outdoor activities provided. Adults establish high-quality relationships with the children and provide effective care, guidance and support. As a result, the children grow in confidence, relate positively to others and participate well in the activities.
- Pupils throughout Key Stages 1 and 2 show enthusiasm for learning. They settle quickly at the start of lessons and sustain high levels of concentration. Pupils are extremely well behaved in lessons. Their behaviour is also very positive at playtime, lunchtime and around the school. Pupils' improved attitudes to learning and behaviour have contributed to the raising of their achievement.
- The school's clear records of incidents show that behaviour has been of a high standard over time. Pupils feel safe at school because they are very well looked after by the staff. They know that there are always trusted adults they can turn to if they are worried or upset.
- Pupils show a clear understanding of bullying and the different forms it might take, such as name calling and cyber bullying. When asked if there was any bullying in the school, pupils' responses included: 'It very rarely happens', 'I don't know of any' and 'Our teachers would not tolerate it.'
- Leaders and staff promote pupils' spiritual, moral, social and cultural development extremely well. Pupils are courteous, friendly, supportive and proud of their school. They develop responsibility, respect for others and tolerance. Pupils demonstrate an appreciation and a very good understanding of different cultures and faiths.
- Pupils rise to the additional responsibilities provided, such as being on the pupil forum, reading monitors to younger pupils and play leaders. They appreciate the importance of helping others who are less well off than themselves and raise funds for national and international charities.
- Pupils clearly enjoy coming to school and their attendance levels are well above the national average.

### The quality of teaching

is good

- Improvements in teaching since the last inspection are having a positive impact on pupils' learning and achievement. Expectations of what pupils can achieve have been raised and pupils are provided with challenging work which engages them and sustains their interest. Pupils told an inspector, 'We always feel challenged.'
- Teaching is successfully promoting good progress for different groups of pupils. Pupils are inspired and motivated by teachers' enthusiasm and strong subject knowledge.
- Teachers' demonstrations and explanations are clear and informative. Pupils are attentive and participate well in lessons, gaining new knowledge and a deeper understanding of ideas. Teachers use questioning skilfully to challenge pupils' thinking, explore their ideas and to check how much they have understood.
- Teachers successfully promote a love of reading among the pupils. The teaching of phonics (letters and the sounds they make) is good. Teachers are good role models when reading to pupils and interesting novels and stories are often used as a basis for pupils' own writing.
- Pupils are given good opportunities to acquire and apply their writing skills in English lessons and in other subjects. Teachers have carefully selected texts and topics which inspire boys and this has been a factor in closing the gap between boys' and girls' achievement.
- In the teaching of mathematics, pupils acquire essential knowledge and skills and are provided with interesting and relevant opportunities to apply these in solving problems.
- The assessment of pupils' attainment has been refined and is now more accurate. In the main, teachers use this information well to plan their teaching and to set suitably challenging work for different groups of pupils. As a result, pupils are engaged and they make at least good progress.
- In a few classes, the work is not set at the right level of difficulty for the pupils. When this happens, pupils' learning is hindered because the work is too easy or too difficult for them.
- The teaching of disabled pupils and those who have special educational needs is good. In most cases, teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly in developing pupils' literacy and numeracy skills.
- Pupils know how well they are performing and know what they need to do to improve because of teachers' clear and helpful feedback. The marking of pupils' work, particularly in English, is detailed and thorough. Teachers provide praise for good work and helpful comments to guide improvement.

### The achievement of pupils

is good

- Pupils' achievement has improved significantly since the previous inspection and weaknesses in pupils' performance have been robustly tackled. Almost all groups of pupils are now making good progress in all key stages.
- In 2012, pupils' attainment by the end of Year 6 was above average in mathematics, average in reading but below average in writing. Results improved in 2013 to above average in all three core subjects, and in 2014, Year 6 attainment rose further with marked improvements to writing. Effective action has been taken to close the gap between boys' and girls' attainment. Year 6 results for 2014 are looking securely above average with very little difference in the attainment of boys and girls.
- The most-able pupils are successfully challenged. As a result, the proportion of pupils who attain the higher levels by the end of Year 6 is now securely above average in reading, writing and mathematics. A high proportion of pupils attained the higher Level 6 in mathematics in 2014.
- Disabled pupils and those who have special educational needs make good progress and the work set for them is well suited to their needs
- Pupils supported by additional funding in 2013 did less well in Year 6 than the other pupils. They were about 13 months behind the others in reading, 10 months in mathematics and four months in writing. More recent data supplied by the school show that pupils supported by the funding are making good and better progress in reading and writing in all years and the gap in attainment is closing. Suitable action is being taken to accelerate their progress in mathematics.
- Pupils make good progress in reading. The results of the Year 1 phonics check are consistently above average. Older pupils acquire and apply more advanced reading skills such as deduction and inference in reading and examining texts.
- Pupils can write for different audiences and purposes and their grammar, punctuation and spelling are much improved. For example, pupils in Year 2 wrote clear accounts about the Amazon rainforests and the devastating impact of deforestation. Pupils in Year 6 wrote interesting diary extracts from the perspective of a character in a Second World War story. They explained the feelings and thoughts of the character and brought their writing to life by using historical references to the war.
- Pupils show a secure knowledge and understanding of calculation and mathematical operations. They apply their knowledge, understanding and skills confidently when solving challenging problems.

### The early years provision

is good

- Most year groups enter the Nursery with knowledge, understanding and skills that are typical for their age. Most groups of children are making good progress in the different areas of learning because of good teaching and the exciting range of indoor and outdoor activities.
- Adults have developed very positive relationships with the children and create an attractive and stimulating environment within which they can learn and flourish. The children feel safe, grow in confidence and relate extremely well to adults and to other children. They behave very well.
- The early years provision is effectively led and managed. Good use is made of the spacious accommodation and the attractive learning resources. Support staff are well deployed and make a valuable contribution to children's learning. There are clear systems for checking and recording children's attainment and progress.
- Adults successfully promote language development through many of the activities provided. Children are encouraged to talk about their learning and they make good gains in speaking and listening. Children are developing a love of books and choose from the attractive range of books available.
- Children make good progress in mathematics. For example, in Nursery, children used modelling material and templates to create two-dimensional shapes. With clear guidance from adults they identified and named the circle, square and triangle. They correctly counted the sides of the shapes.
- Staff provide plenty of opportunities for children to explore and investigate. For example, a group of children in Reception made rapid progress designing and making a model suspension bridge using construction material. They successfully tested the structure and made modifications to make it stronger.

## 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>	134118
<b>Local authority</b>	Bexley
<b>Inspection number</b>	402595

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>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Dawes
<b>Headteacher</b>	Victoria Sengupta
<b>Date of previous school inspection</b>	17–18 October 2012
<b>Telephone number</b>	020 8303 2175
<b>Fax number</b>	020 8301 1635
<b>Email address</b>	head@upland.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

