

Upton Junior School

St Martin's Road, Upton, Poole, Dorset, BH16 5NQ

Inspection dates 16–17 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not all pupils make consistently good progress as they move through the school.
- Disadvantaged pupils are not making fast enough progress.
- Teachers do not always demand enough good quality work from their pupils.
- Pupils writing is not always of an acceptable standard. This is because they are not given enough opportunities to practise their writing skills.
- The most-able pupils are not always given work that challenges them to think hard.
- Pupils at an early stage of learning to read do not have enough opportunities to read to an adult.

The school has the following strengths

- The school's leaders, supported by the governing body, have taken decisive action to improve standards and progress throughout the school. There is evidence to show that there has been rapid progress in all subjects this year.
- Good leadership has resulted in improved teaching and teachers being held to account for their pupils' progress.
- Disadvantaged pupils are given good support and they are now catching up with other pupils in school.
- Behaviour around the school is good. Pupils are usually attentive in lessons and keen to learn. In the playground, they are polite to each other and to adults, and they play harmoniously.
- Pupils feel safe and secure in school. The arrangements to keep them safe are good.
- Attendance is above average.
- Pupils enjoy a wide range of sporting and musical opportunities.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons, one of which was a joint observation with a senior leader.
- They observed pupils in classes, at playtimes, during assembly and around the school to see how well they behaved.
- Inspectors talked to pupils throughout the inspection. They also held a formal meeting with a group of pupils to find out their views about work, behaviour and safety, and other aspects of school life.
- Inspectors looked at pupils' work in books in all classes and all subjects.
- One inspector toured the school with pupils to investigate the variety of subjects they study and the opportunities open to them through clubs and other extra-curricular activities.
- An inspector listened to pupils read and discussed reading, books and literature.
- Meetings were held with subject and other leaders, governors and parents, and a representative from the local authority.
- The inspectors looked at a wide range of documents including those relating to safeguarding, policies, records of behaviour and attendance, and the school's own review of its performance.
- Inspectors took account of the 49 responses to the online questionnaire, Parent View, and had conversations with parents in the playground before school. They also took account of the 41 questionnaires returned by staff.

Inspection team

Janet Maul, Lead Inspector	Additional Inspector
David Howley	Additional Inspector
Ben Higgins	Additional Inspector

Full report

Information about this school

- Upton Junior School is larger than the average-sized primary school.
- A new headteacher has been appointed since the last inspection and the leadership team has been reorganised. There have been several staff changes this year.
- A very large majority of the pupils are of White British heritage and do not speak English as an additional language. There are a small number of pupils from a wide range of ethnic backgrounds.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium (additional government funding provided to support pupils known to be eligible for free school meals or children who are looked after by the local authority) is below average.
- The proportion of pupils who are disabled or have special educational needs is slightly higher than is found in most schools.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quantity and quality of writing throughout the school by:
 - increasing opportunities for pupils to write extensively
 - teachers consistently insisting on a high standard of presentation in their pupils' work.
- Challenging the most-able pupils and those who are disadvantaged to fully achieve what they are capable of by:
 - teachers having high expectations of what their pupils can do and making sure that pupils know what is expected of them
 - teachers planning work to make the pupils think hard.
- Ensuring good progress for pupils who are at an early stage of learning to read by:
 - ensuring that pupils have frequent, regular opportunities to read to an adult
 - working with families so that they know how to support their child with learning to read.

Inspection judgements

The leadership and management are good

- Senior leaders have taken swift and decisive action to address the dip in standards in 2014 in mathematics and English across the school, with the result that progress is improving rapidly.
- New middle and subject leaders have quickly developed an understanding of the school's data, and are making an effective contribution to raising standards by supporting colleagues with planning and helping them to develop their teaching.
- Staffing issues have been addressed and the school's leadership team have the support of the staff as they continue to make changes. Consequently, the profile of teaching in the school is improving and judgements about the quality of teaching are based on regular, accurate checks. Due to good leadership, former weaknesses in teaching are being eradicated.
- Systems for managing teachers' performance are rigorous. Targets are linked to the school's priorities. Pay and performance are closely aligned.
- Leaders ensure that the additional funds available for disadvantaged pupils are now used well to support pupils and enable them to close the gap in attainment with the other pupils. Disadvantaged pupils are currently making fast progress and the headteacher is ensuring that this remains a high priority for the school.
- Safeguarding is an important priority and is effective. Staff are well trained, and comments from pupils indicate that they have confidence in the staff to protect them. Safeguarding arrangements meet statutory requirements and the school ensures that only people suitable to work with pupils are allowed to do so. Record-keeping is of a high standard.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils value the weekly 'Jigsaw' lessons where moral decisions are discussed and reflected upon. Pupils have good social skills and good manners. The school ensures that pupils experience a wide range of cultural experiences, for example music is a strength of the school, and through this, pupils learn about different cultures.
- Pupils are taught to be tolerant and respectful of people from faiths and cultures different from their own. There are limited opportunities to experience diversity in this homogeneous school. However, the school tries hard to rectify this through visits, visitors and special celebrations as well as through the curriculum. The school promotes equality of opportunity for pupils and staff. For example by ensuring that pupils are given the support they need in order to flourish and that adults have access to training and professional development opportunities.
- The school fosters good relations and tackles discrimination very well. For example, there are very few racist incidents, but when they occur, they are taken very seriously and followed up. Discussion with pupils made it clear that they abhor racism and that they had discussed this extensively in school.
- Pupils understand the concept of democracy and have regular opportunities to vote. They could explain that voting is a fair method of choosing and had the opportunity to use a real polling booth brought into school by a governor. The school ensures that pupils are well prepared for life in modern Britain.
- The school's leaders and teachers ensure that the National Curriculum is taught in an interesting and engaging way and is broad and balanced. The school is currently reviewing its system of assessment so that it reflects changes to the curriculum.
- Sport is a strength of the school. The primary physical education and sports funding is used effectively to give pupils opportunities to take part in sporting events and to provide a greater range of activities available for pupils. It also funds transport so that pupils can attend competitive events. The school's own play areas are small. Nevertheless, they are well laid out and managed effectively so that all pupils have opportunities to use the equipment and play football and other games.
- The school receives good support from the local authority for training and advice, and this has contributed to recent improvements. The local authority have a clear understanding of the strengths and weaknesses of the school.
- The school has good relationships with the parents, a very large majority of whom are very happy with the care and education given to their children.
- The senior leaders and the governors work well together to create a positive ethos within the school. The headteacher communicates high expectations of behaviour and teaching, and as a result, behaviour is good and teaching is beginning to flourish.
- **The governance of the school:**
 - The governing body is enthusiastic and deeply committed to the school. Governors spend a lot of time in school and have a clear understanding of the life of the school and how it is run. Governors understand data and how well the school is performing compared to other schools. They know what the

quality of teaching is like because they receive regular reports from the headteacher and interrogate these in depth. Governors ensure that there is a close link between pay and performance. They monitor this very thoroughly, with pay rises and promotion only being awarded if justified by good performance. Governors are aware of where underperformance has been tackled and what support is provided to improve teaching. The school's finances are well managed and the governors ensure that money is spent to good effect, including the pupil premium. All governors attend training regularly, and governors who have specific roles, for example for safeguarding, undertake additional training. Governors understand the need to promote equality of opportunity; one way they do this is by ensuring that the recruitment process is fair and transparent. The governors both support and challenge the headteacher and leadership team, and hold them to account for pupils' progress. This ensures that governance is effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are polite and well mannered to each other and to adults. This view is held by most pupils, parents and staff, and was reflected in the behaviour seen by the inspectors.
- Pupils transfer sensibly between lessons and activities. They typically settle quickly to their work.
- Pupils are nearly always 'on task' in lessons, showing positive attitudes to learning. Occasionally, when expectations are not high enough, pupils take longer to settle down.
- Pupils undertake their duties as play leaders and peer mediators very seriously. This contributes to the harmonious atmosphere at break and lunchtimes.
- Pupils are given clear guidance on behaviour. They understand the school's reward systems and also the consequences of unacceptable behaviour.
- All classes discuss and produce their own class charters; this means that they all understand the rules and expectations for behaviour.
- Pupils are proud of their school. They enjoy showing visitors around and telling them about their work.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school.
- Pupils understand about the different types of bullying. However, they told inspectors that bullying is extremely rare and bad behaviour is quickly dealt with by adults.
- The school has effective systems for recording any racist, behavioural or bullying incidents. These are robustly followed up and parents are usually involved.
- Record keeping for safeguarding is of a high standard and concerns are always followed up. All staff and most governors are trained in safeguarding, and several staff have had advanced training.
- There are effective systems for checking that people who have regular contact with pupils are suitable to do so.
- Pupils have a good understanding of how to keep themselves safe in different situations. For example they learn to stay safe on the roads by undertaking cycling proficiency training. Pupils are well aware of the importance of keeping safe online and not sharing personal information.
- Pupils are confident to speak to an adult if they are worried about anything.
- Attendance is similar to the national average for all schools.

The quality of teaching requires improvement

- Teaching requires improvement because over time it has not been consistently good and in 2014 resulted in poor pupils' progress. Teaching is not consistently good across the school year-on-year.
- Teachers have not placed enough emphasis on teaching writing skills and this has resulted in low standards. Pupils do not have enough opportunities to write in their books and practise the skills they have learnt.
- Mathematics is taught well. The work in pupils' books shows that they are making good progress throughout the school. If pupils do not understand a mathematical concept, this is identified in the marking and addressed by the teacher. Mathematical explanations are usually clear and pupils are challenged to think hard.
- Pupils enjoy reading and are introduced to a wide range of literature through the school's extensive

library. Individuals who need additional support work in small groups with an adult. While this is effective, they do not read to adults in school regularly and this is slowing their progress. The school is also not effective at working with families to help them know how to support their children learning to read.

- Teachers mark pupils' work regularly, thoroughly and give them advice on how to improve. Pupils are given the opportunity to respond to their teachers' comments and pupils say that this is helping them to make their work better.
- In most classes, pupils present their work well with neat joined handwriting and well-laid-out mathematics. However, not all teachers insist on this and high standards of presentation are not always seen.
- Disadvantaged pupils are now given well-targeted support and this is enabling them to close the gap in attainment with other pupils. Teachers, working with the headteacher, regularly check the progress of disadvantaged pupils and intervene if progress slows. This support is now reflected in pupils' assessments which are showing good progress.
- Pupils who are disabled or who have special educational needs are well supported with a variety of interventions which are carefully monitored. However, lack of opportunity to practise reading with an adult is resulting in slower progress with reading than writing and mathematics.
- Where teaching is less strong, the most-able pupils are not always challenged to think hard and produce work of the extremely high standard of which they are capable. Teachers are not always sufficiently explicit in their expectations for the most-able pupils.
- Teachers plan interesting lessons and work hard to deliver the curriculum in an exciting and engaging way. As a result, pupils are enthusiastic about learning and have a positive attitude to education.
- Most teachers manage pupils' behaviour extremely well; they ensure that pupils understand the expectations for work and behaviour, and that these are adhered to. The school is characterised by very positive relationships between adults and pupils. Adults listen to pupils' ideas and treat them with respect.

The achievement of pupils

requires improvement

- In the 2014 tests, the attainment of Year 6 pupils was lower than the national average in all subjects. They made less progress than they should. However, the current work of Year 6 indicate that they have made accelerated progress with many meeting and exceeding the expected levels for their age group.
- Progress is improving in the rest of the school but is still patchy in places where teachers do not fully challenge the pupils.
- The 2014 national tests showed that disadvantaged pupils were not narrowing the gap in attainment with pupils nationally nor with other pupils in school. Disadvantaged pupils were four terms behind other pupils nationally in mathematics and three terms behind in reading and writing. When compared to other pupils in the year group, they were three terms behind in mathematics and two terms behind in reading and writing. The current Year 6 disadvantaged pupils have made much better progress and most have reached the expected levels. However, the gap between those who are disadvantaged and those who are not still remains.
- Last year, pupils who are disabled or who have special educational needs performed less well and made less progress than similar pupils nationally from their different starting points. This year, effective support has led to an improvement in standards. However, some of these pupils do not get enough opportunities to read to adults to accelerate their progress in this area.
- In the 2014 tests, the most-able pupils made less progress than similar pupils nationally in mathematics, reading and writing. Teachers do not always have high enough expectations of what these pupils can achieve, and make sure work is challenging and the pupils know what is expected of them.

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	113681
Local authority	Dorset
Inspection number	449593

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Chair	Bill Pipe
Headteacher	Andrew Gould
Date of previous school inspection	16–17 September 2009
Telephone number	01202 622649
Email address	office@uptonjun.dorset.sch.uk

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