

Upton Primary School

Waggon Lane, Upton, Pontefract, West Yorkshire WF9 1JS

Inspection dates

19–20 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The passionate yet relentless leadership of senior leaders, along with the full commitment of staff, has improved the school significantly since the last inspection.
- Standards have risen, and across the school pupils now make good progress, particularly in reading and mathematics. Pupils' progress in writing, while improving, still lags behind.
- Improvements in the teaching of reading have had a significant impact on raising pupils' progress and improving pupils' understanding of texts. A range of measures have been taken to promote enjoyment of reading.
- Pupils' behaviour is good. They are well mannered, polite and courteous. The school is a calm, orderly and purposeful place where pupils can learn effectively.
- Children get off to a good start in the Nursery and Reception classes and now make effective progress from their different starting points.
- Effective safeguarding procedures ensure that pupils are safe. All staff have a clear understanding of how to keep pupils safe.
- Pupils show a good understanding of British values, although their understanding of different faiths and cultures is more limited.
- Adults support disadvantaged pupils well, and overall these pupils make good progress. Many of them are now catching up with their peers, as a result.
- Effective training has resulted in improvements in teaching. However, when working with small groups, sometimes additional adults fail to identify when pupils are ready for further challenge or need additional support and guidance.
- Attendance, particularly for disadvantaged pupils and for pupils who have special educational needs and/or disabilities, has improved and is close to the national average.
- Pupils are exceptionally well cared for. The school identifies pupils' individual needs and ensures that actions are in place to help them from the moment they enter the school.
- Governors are ambitious and supportive of leaders. They have a growing understanding of the school.
- The curriculum is broad, and pupils enjoy a wide range of experiences. However, assessment of pupils' achievement in subjects other than English and mathematics is not yet thorough enough.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and accelerate the progress pupils make by:
 - maintaining a strong focus on improving pupils' achievement in writing, and embedding the new approaches to teaching
 - making sure that all staff, including additional adults, leading small-group work effectively identify and respond quickly when pupils are ready for more challenge or are in need of additional support.
- Improve the quality of leadership and management, including governance, by:
 - developing the quality of the wider curriculum beyond English and mathematics and introducing procedures to rigorously assess pupils' achievement in these subjects
 - extending opportunities for pupils to learn about different faiths and cultures
 - governors' checks on the school's work focusing tightly on the school's improvement priorities.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and her leadership team have established a positive climate for learning for pupils and staff. Their uncompromising approach to improving outcomes has been highly effective in developing reflective practitioners dedicated to improving their practice. The school's aim, 'Success for All', is clear in the ambition and drive of all in the school.
- Leaders adopt a rigorous and relentless approach to monitoring and evaluating their work and have an accurate view of the school's effectiveness. The school development plan sets out a clear path to improvement, with ambitious but realistic targets for pupils' achievement.
- As a result, incisive actions taken by leaders have increased pupils' rates of progress, particularly disadvantaged pupils and those who have special educational needs and/or disabilities. Senior leaders recognise that, on occasions, not all support programmes are as effective as they should be. They are taking steps to address this.
- Middle leaders are equally effective, despite some being new to role. They have high expectations about the quality of teaching across the school. Their support and monitoring have been effective in increasing levels of challenge for pupils and ensuring that more reach the expected levels of attainment by the time they leave the school.
- Since the previous inspection, leaders have rigorously addressed the points for improvement. Improvements in the quality of teaching have eradicated any significant difference in the achievement between boys and girls.
- Systems for managing the performance of staff are well organised. These systems ensure that all teachers are held to account for developing the quality of their teaching and for making sure that the pupils they teach make good and better progress. Senior leaders have not been afraid to take action if performance has not been effective.
- The pupil premium and funding for pupils who have special educational needs and/or disabilities are used efficiently. Funding is reviewed regularly by senior leaders to ensure that it is helping pupils to achieve their full potential. As a result, overall differences between the achievement of disadvantaged pupils and other pupils nationally are diminishing. However, further work is required to decrease the difference for these pupils in early years.
- Leaders have also used the primary school physical education and sports funding to increase the range of sports that pupils can participate in and to purchase specialist equipment. Professional coaching enhances staff's confidence in planning for, and delivering, meaningful physical education experiences. Pupils participate in a wide range of activities and competitions. Additional funding secured by the school enabled them to run a three-week sports summer camp.
- Pupils' spiritual, moral and social development is promoted well. Pupils develop an understanding of democracy and human values through assembly themes and in the annual election of the head boy and girl, school councillors and house captains. Opportunities for pupils to learn about different faiths and cultures are not yet as strong.

- The school has adopted an engaging way to plan the curriculum through 'learning challenges' so that pupils are engaged and excited in the topics that they study. While the curriculum provides breadth across a full range of subjects, which are fully covered during the year, the school recognises that this is an area for further development. This includes introducing procedures to rigorously assess pupils' achievement in these subjects.
- Pupils have a good understanding of the importance of rules and the school's rewards for appropriate behaviour and attitudes to learning. They can relate the principles of democracy to 'fairness' and the procedures in school for appointing pupil leaders. They are well prepared for the next stage in their education and life in modern Britain.
- The local authority provides the school with good support. It has an accurate view of the school's strengths. School leaders have established links with external agencies to source bespoke professional development and training for staff and governors, to continue to improve the quality of the school's work.

Governance of the school

- Governors are ambitious for the quality of education on offer. They have a good understanding of the school's strengths and areas that need to improve.
- Governors bring a relevant range of expertise and knowledge that help to provide effective challenge and support. They have received appropriate training and are eager to extend their skills and understanding even further. They are led effectively by an experienced chair of governors and supported by a national leader of governance. As a result, they are well placed to hold leaders to account.
- Governors make regular visits to the school to check the school's work. Sometimes, their checks do not focus closely enough on whether actions identified in school priorities are being effective.
- Governors receive detailed information about the achievements of different groups of pupils. They know that in the past, for example, disadvantaged pupils have not achieved as well as other pupils. They are clear about how additional funding to support these pupils is used, including the support and resources in place. They know that these are now having a positive impact on improving the achievement of these pupils.
- Governors also ensure that leaders use funds effectively to provide additional support to meet the specific needs of individual pupils. This includes the appointment of a part-time police officer, additional speech and language therapy and educational psychology support.
- Governors are fully conversant with their statutory duties for safeguarding, ensuring that staff are recruited with careful consideration.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and staff follow correct procedures to ensure that pupils are safe. They take swift and appropriate action when necessary. They refer to, and communicate with, outside agencies and follow up concerns with rigour.

- Teachers and other adults, including visitors, are aware of the school's procedures for safeguarding, and this is emphasised throughout the school's work, in assemblies and in lessons.
- All necessary checks are undertaken in the recruitment of staff, and induction processes provide relevant information and training. Recruitment records are detailed and complete.
- Pupils said that they feel safe, and parents also agree that their children are safe. The school keeps a range of risk assessments to keep both pupils and staff safe.
- The school's links with individual families, where pupils live in particularly vulnerable circumstances, are highly effective. Staff are dedicated to minimise the degree of risk associated with these situations. They make themselves available throughout the school day, and beyond, to ensure that all pupils and families receive the support they need.

Quality of teaching, learning and assessment

Good

- The teaching at Upton Primary is underpinned by warm and caring relationships between staff and pupils. As a result, pupils are excited to learn. Staff have high expectations and ensure that all pupils are valued and included in learning. Adults' craft learning so that it engages all pupils, whatever their starting point, and deepens their knowledge through active participation. Adults give pupils opportunities to share ideas and challenge their own thinking, and this helps their confidence when answering questions.
- The quality of teaching has improved as a result of a relentless focus from senior leaders. Approaches that senior leaders have introduced can be seen improving learning in classrooms. The support that senior leaders give and the support that staff provide for one another mean that pupils' outcomes in reading, writing and mathematics are improving. Pupils are well prepared for entry into the next key stage.
- The teaching of phonics is effective. Pupils apply their phonic knowledge to decode words and spell simple and complex words. The attainment of Year 1 pupils in the phonics screening check has improved and is now close to that seen nationally.
- The improvement of reading has been a priority and leaders have implemented a new approach to teaching reading. This is developing pupils' vocabulary, and they are now more confident when answering questions about texts, referring to evidence from what they have read. For example, pupils in Year 2 used their inference skills when using the class text, 'Where, oh where is Paddington Bear?' The introduction of high-quality texts and strategies, such as the online reading challenges, means that pupils' enthusiasm is sustained.
- Older pupils appreciate the importance of reading and read regularly in school and at home. The school library, at the centre of the school, is a vibrant and stimulating place where pupils of all ages enjoy reading for pleasure.
- Pupils are given opportunities to apply their writing skills in a range of subjects. They write for a range of purposes and teachers provide examples of writing that pupils can use to help them. To meet the high standards in reading and mathematics, the school recognises that writing is a priority for further improvement. New handwriting, spelling and writing procedures have been embedded and are starting to show signs of impact.

- The teaching of mathematics across the school is good. Teachers use a range of strategies to encourage pupils to explain approaches to solving problems. Pupils can explain, and record, their mathematical reasoning and show mastery of the subject.
- Teachers regularly and accurately mark pupils' books, and pupils respond to advice to improve their outcomes. Systems for marking and feedback are consistent throughout the school, and this is helping to sustain improved rates of pupils' achievement.
- Staff are keen to share effective practice in school, undertake professional training and visit other schools to learn from colleagues with specific expertise.
- Teaching assistants generally make an effective contribution to learning. They have a clear understanding of the tasks they are delivering and pupils' needs. However, sometimes, such as when leading small-group sessions, adults do not identify when pupils are ready for further challenge or need additional support to complete the tasks set. As a result, some programmes of support are not fully effective.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's welcoming and caring ethos is central to its work in raising standards for pupils. From the moment pupils enter the school each day, they are greeted with a smile, respect and a genuine sense of care from the adults in the building.
- Pupils' welfare is a major priority of the school. Leaders work successfully with other agencies, including the local authority, police and social care, when they identify any pupils or families that may be at risk.
- Staff know the pupils very well and pupils benefit from good pastoral care. The school's 'Star Room', an area to support pupils' social and emotional well-being, is led effectively, used well and pupils enjoy a range of support that helps them to make good progress socially and emotionally. This includes work with a local farm. Opportunities to look after Snowball, the school pet, inspire pupils to consider their actions and help them understand the importance of being calm and caring.
- Pupils have been taught how to manage risk, which equips them for the outside world. Pupils understand the risks of using the internet and, for their age, have an appropriate understanding of the potential risks of social media, including use of mobile phones.
- Pupils feel safe in school. They say that any instances of bullying are rare. On the occasions that this happens, the school deals with it very well. Pupils learn about different forms of bullying and are taught to respect others.
- The school site is well kept. Pupils respect the learning environment, which is clean, bright and inviting.

Behaviour

- The behaviour of pupils is good.

- Pupils show a good awareness of the expectations that leaders have of their behaviour. This was seen consistently in all years, within lessons and at play and lunchtime.
- Pupils show positive attitudes to learning and work cooperatively in lessons. They listen to each other's points of view and help one another with their learning.
- Older pupils are keen to be role models for their peers. They are extremely proud when they are nominated as head boy and head girl, school council representatives and house captains.
- Leaders have established a robust system to check pupils' attendance. Absences are followed up swiftly on the first day, and the school engages with a range of agencies where there are attendance concerns. As a result, attendance is improving, and most pupils attend regularly. The school's action has been particularly effective in improving the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- Overall, parents' and pupils' responses to school questionnaires, and to the Ofsted online questionnaires, indicate that the school operates in an orderly and safe manner. Inspectors agree.

Outcomes for pupils

Good

- Since the last inspection, senior leaders have focused their efforts on improving the quality of teaching and learning. Consequently, teaching is good and makes consistent demands of pupils' levels of concentration, perseverance and commitment.
- As a result, key stage 2 attainment has risen and is now close to the national average. Unvalidated 2017 outcomes have sustained, and built upon, the gains made in 2015 and 2016. These outcomes represent good progress over time.
- Pupils across the school are making good progress in a range of subjects. They are building on their previous learning and developing secure knowledge, understanding and skills from their different starting points. Pupils are making better progress than nationally overall in reading and mathematics. Progress in writing is slower. This is already an area of development identified by the school.
- Leaders have invested time and resources to ensure that the proportion of pupils that achieve the expected standard in the Year 1 phonics screening check continues to increase. This has been successful, with the proportion of pupils meeting the standard increasing to be closer to the national average.
- At the end of key stage 1, attainment has risen from 2016 outcomes in reading, writing and mathematics. The progress of the most able key stage 1 pupils achieving at greater depth in reading and mathematics also improved in 2017, with both now above the national average.
- In some classes, the attainment of disadvantaged pupils is below that of other pupils. However, the accelerated progress that they are making shows that the gap in the achievement of this group compared to others nationally is diminishing and they are catching up with their peers.
- Pupils who have special educational needs and/or disabilities make effective progress from their individual starting points due to good communication between the leader,

teachers and parents about the pupils' well-planned, individual programmes of work.

- Pupils' outcomes across other curriculum subjects are variable. Displays and school planning show that a good range of curriculum subjects have been covered in each year group. However, pupils' books show limited in-depth work or challenge in some foundation subjects. School leaders know this and are taking action to address it.

Early years provision

Good

- The quality of early years education has improved since the last inspection and is now good.
- The early years provides a range of opportunities for children to explore, engage in and enjoy. Areas of learning, indoors and outdoors, are well organised and inviting. They give opportunities for children to lead their own investigations through practical, first-hand experiences.
- Levels of development at the end of the early years are rising. This is due to the effective work in the Nursery and Reception classes. A strong emphasis on developing speech and language skills and supporting well-being is raising standards.
- Leadership of the early years is effective. The leader of the phase has ensured that accurate assessments are in place. Adults know the starting points for each individual child and ensure that activities focus on challenging them to the next step. Adults give appropriate support and challenge to the less able and most able children.
- The school's focus on improving outcomes in reading, writing, number and shape, space and measure gets off to a positive start in the early years. Adults record children's learning in 'learning journeys' and an online assessment system is being developed. Parents can add to the detailed record of their child's progress by writing 'WOW moments' to celebrate learning that has taken place at home.
- The progress made by boys has improved steadily over recent years. The gap between the progress and achievement of boys and girls has diminished each year, and the proportion achieving a good level of development is above that of the girls for 2017.
- Progress made by disadvantaged children has been inconsistent over recent years. The gap between the achievement of disadvantaged children and that of their peers has varied and the proportion achieving a good level of development for 2017 remains below that of others nationally. Leaders are addressing this aspect of improvement with rigour.
- Staff are encouraging and enthusiastic. As observed by inspectors, staff's effective use of questioning and skilful manipulation of rough play into purposeful learning opportunities enabled children to make good gains in their learning and foster positive relationships.
- Adults constantly promote good learning behaviours and develop real-life skills. Children, on the whole, are settled, and there are positive relationships between adults and children. Children show a high level of engagement and sustained concentration. This prepares them well for learning in Year 1.
- The outside area is well managed, given that it is also a thoroughfare for the school. Activities set out for children to choose are effective in keeping children busy, but

sometimes lack a clear purpose of providing learning that challenges children's thinking for exploration and discovery.

- Children settle quickly in the early years. Children are well cared for, happy and safe. Staff have high expectations which ensure that routines and good learning habits are established quickly. Staff ensure that all welfare requirements are met.

School details

Unique reference number	130862
Local authority	Wakefield
Inspection number	10036571

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Mr Mike Withers
Headteacher	Mrs Helen Green
Telephone number	01977 650820
Website	http://uptonprimary.co.uk/
Email address	office@upton.wakefield.sch.uk
Date of previous inspection	26–27 November 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is a larger than average-sized primary school.
- The governors receive support from a national leader of governance.
- The proportion of pupils eligible for support funded by the pupil premium is just above the national average.
- Most pupils are from a White British background. The proportion of pupils from minority ethnic backgrounds is lower than the national average.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is in line with average.

- The proportion of pupils with a statement of special educational needs or an education, health and care plan is below the national average.
- The school has a Nursery class which children access on a part-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in all classes and of small groups of pupils who have special educational needs and/or disabilities. Inspectors observed some lessons jointly with school leaders. An inspector also observed an assembly.
- Inspectors looked at a range of pupils' work with subject and phase leaders and in lessons.
- Inspectors observed pupils' behaviour at breaktime and lunchtime.
- Inspectors spoke to governors, a representative from the local authority, the police, a national leader of governance, visitors to the school, staff, pupils, parents and senior leaders. Inspectors also listened to various pupils read.
- Inspectors took account of the 24 responses to Ofsted's online questionnaire for parents, Parent View, and the school's own survey of parents' views. Inspectors also spoke to parents at the beginning and end of the school day.
- Inspectors took account of the responses from seven members of staff and 10 pupils who responded to their questionnaires.
- Inspectors scrutinised various documents in school, including minutes from governing body meetings and documents relating to child protection, the performance management of teachers, attendance, risk assessments, the curriculum and achievement.

Inspection team

Nicola Shipman, lead inspector	Ofsted Inspector
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Andrew Soutar	Ofsted Inspector

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