

Inspection of Upton Cross Primary School

Churston Avenue & Kirton Road, Plaistow, London E13 0RJ

Inspection dates: 5–6 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected

What is it like to attend this school?

Pupils enjoy coming to school. Staff have high expectations of pupils' behaviour. Pupils behave well. They say that teachers make lessons fun and interesting. Pupils feel safe and well looked after. Pupils apply the Upton Cross motto, 'Education with Pride'. There are very few bullying incidents. If bullying does occur, staff act quickly to ensure that it stops.

Pupils learn a wide range of subjects. Teachers encourage pupils of all ages to read every day and continue after school. Subjects provide a wide range of activities that support pupils' learning and character development. Leaders know that more needs to be done to improve the planning in some subjects.

Pupils visit museums, landmarks in London and other places of interest. The school is at the heart of the community. Staff know many of the families well. They want the best for every pupil. They provide high-quality care for pupils who need emotional support. Parents and carers value the kindness of staff and all they do for their children. Pupils are prepared well for secondary school and their place in the wider community.

What does the school do well and what does it need to do better?

Leaders ensure that most subjects are ambitious and well planned. Most pupils achieve well. Leaders want pupils to learn all subjects in more depth. Personal, social, health and economic education (PSHE) is a good example. When pupils learn history or art, teachers make links to PSHE. This makes the subject more relevant to pupils' lives. Pupils become more responsible as well as more knowledgeable.

In most subjects, teachers plan lessons that help pupils to remember what they learn. In mathematics, reading, modern foreign languages (MFL) and PSHE, plans show clearly the knowledge and skills pupils will gain in each school year. Teachers plan for pupils to use previous knowledge to help them understand new topics. In mathematics for example, teachers refer to real problems in pupils' lives to introduce a topic. As a result, pupils develop their reasoning skills. They encourage one another and challenge each other effectively.

Pupils do not achieve as well as they should in a small number of subjects. Teachers are still working on the development of these areas. Subject leaders in these subjects need to develop their roles to have a sustained impact. Physical education (PE), is not planned well. Leaders have not given enough thought to what they want pupils to learn in this subject. Previously learned skills are not built on effectively.

Children in the early years get off to a good start and become confident learners. Adults plan activities so that they meet the different needs of individual children. There is a strong focus on helping children to gain confidence and make friendships.

Leaders make sure that children begin to read as soon as they start at the school. Pupils who find reading difficult or are new to English receive a lot of support. Pupils continue to have effective support to improve their reading skills throughout the school. Pupils love reading books.

Staff are well trained to support pupils with special educational needs and/or disabilities (SEND). Support staff work well with teachers to make sure that all pupils do well. They make sure that support is available when pupils are at risk of falling behind. Pupils with SEND enjoy the full range of opportunities that the school offers.

Leaders recognise the importance of broadening pupils' horizons. They make sure that pupils learn about different faiths and cultures. Other subjects teach pupils about democracy and the rule of law. Pupils learn about keeping healthy. Visitors to the school tell pupils about different careers and professions.

Pupils work hard in lessons and are respectful of adults and their classmates. This means that learning is rarely disrupted by silly behaviour.

Staff enjoy working at the school. They say that leaders support them well. They value the help they get to keep a healthy work-life balance. As a result, morale throughout the school is high.

Recent appointments to the local governing body have increased its effectiveness. The trust and governors support and challenge leaders. They are ambitious for Upton Cross to improve.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff receive regular safeguarding training. They know how to keep children safe. Staff have a good understanding of the issues that pupils face in the local community. Leaders follow up any concerns over pupils' safety or well-being with rigour and determination.

Pupils are taught about safety. They learn how to keep safe in everyday life, especially when using the internet and social media. Pupils say that they feel safe and that if they have concerns, staff deal with these quickly and effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have improved the quality of education in many subjects including reading, mathematics, MFL and PSHE. However, this is not the case in all subjects. Leaders need to continue to improve the planning of some foundation subjects. Leaders need to make sure that these subjects are consistently planned

so that pupils gain knowledge and skills progressively as they move through the school.

- Leadership of some foundation subjects is not as effective as in the most successful subjects. Some leaders are yet to grow into their roles and raise the profile of subject leadership. Senior leaders should continue to support them to develop both their subject expertise and their leadership skills.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142267
Local authority	Newham
Inspection number	10134774
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	1014
Appropriate authority	Board of trustees
Chair of trust	Kelly Rotherham
Headteacher	Emma Peltier
Website	uptoncross.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Upton Cross Primary School converted to an academy in September 2015 and joined the Learning in Harmony Trust, which is a multi-academy trust.
- Upton Cross Primary School is a large primary school based on two sites.
- The proportion of pupils with English as an additional language is well above average.
- The school runs a breakfast and after-school club.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We did deep dives in these subjects: reading, mathematics, PE, MFL and PSHE. We met with senior leaders and subject leaders. We conducted interviews with staff and pupils, visited lessons and looked at pupils' work.
- We spoke with a representative of the Learning in Harmony Trust. We met with four governors.

- We reviewed the arrangements for safeguarding by scrutinising safeguarding records and questioning staff, and through discussions with pupils.
- We took into account the views of parents, staff and pupils gathered through discussions and Ofsted's surveys.

Inspection team

Phil Garnham, lead inspector

Her Majesty's Inspector

Laura Pease

Ofsted Inspector

Ann Pratt

Ofsted Inspector

Andy Turnock

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020