

Inspection of a good school: Uplands Primary School

Morshead Crescent, Fareham, Hampshire PO16 7QP

Inspection dates:

13 and 14 March 2023

Outcome

Uplands Primary School continues to be a good school.

What is it like to attend this school?

This is a kind school where everyone is cared for. Relationships between staff and pupils are strong. Pupils feel safe. They know that if they have a concern an adult will help them. The school's core values of respect, creativity, kindness and resilience are central to all the school does. Pupils are polite and respectful to each other and to adults. They behave well. Pupils do not worry about any incidents of bullying as they know adults will deal promptly with their concerns.

Leaders have made sure the curriculum is engaging. Pupils enjoy their learning and strive to follow the school motto, to 'be the best they can be'. Children in the Reception classes love the opportunities to take their learning outside. Older pupils are keen to participate in class discussions or debates. Pupils listen well and do not disturb or interrupt others' learning. They know the school rules, and the consequences if they do not follow them.

Pupils are proud of their school. They are keen to take on a variety of roles and responsibilities and to contribute to school life. For example, pupils in Years 5 and 6 talk enthusiastically about the training they have in order to become anti-bullying ambassadors and play leaders.

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

Pupils achieve well. Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). They have designed a curriculum that is interesting and well structured. They have high expectations. Learning in all subjects starts in the early years and builds as pupils move through the school. In all subjects, leaders make clear what all pupils need to know and remember.

Teachers ensure that pupils understand and remember what they are learning. They constantly remind pupils of previous learning and plan sequences of lessons that enable pupils to build their knowledge and skills over time.

For instance, Years 3 and 4 pupils are eager to share the facts they know to decide whether Alfred the Great was really great, or just lucky. Teachers check carefully to make sure that there are no gaps in pupils' learning before moving on. Pupils are able to talk about what they are learning and can make links to what they have learned before. In the Reception Year, for example, children sort shapes and say why they are the same or different. By Year 6, pupils can use their knowledge of shapes and times tables to work out the perimeter and area of compound shapes.

Leaders make sure that teachers are experts in the teaching of early reading and phonics. As a result, pupils develop a love of reading and become fluent readers. Pupils enjoy going to the new school library and recommending books to their friends to read. Children in the early years make a solid start learning to read using phonics. The school's new phonics programme ensures that pupils read books that match the sounds they know and are learning. Teachers check regularly to confirm what pupils know and remember before moving on. Pupils who have gaps in their phonic knowledge quickly get the support they need to keep up.

Leaders have effective systems in place for early identification of any pupils with SEND. The inclusion leader ensures that teachers understand pupils' individual needs and how best to provide the support they need. Teachers make sure that pupils with SEND study the same curriculum as their peers. They make careful adaptations to their teaching when required. However, leaders acknowledge that teachers need to do this more consistently in order for pupils with SEND to achieve in line with their peers.

Leaders have high aspirations for all pupils' personal development. The school's core values are interwoven within the curriculum. Pupils have a good understanding of British values. They elect members of the school council and house captains and have a growing understanding of democracy. Pupils learn about different faiths and visit places of worship. This helps them to have a respectful view of the world and an understanding of different cultures. Leaders are keen to develop pupils to be responsible citizens. Year 6 pupils take part in a citizenship project, which involves helping in school and at home. The project culminates with a citizenship fair, where they raise money for charity by running stalls of their choice.

Leaders and governors place a high priority on supporting staff and their well-being. Professional development for staff is purposeful. Staff appreciate leaders' actions to help them manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Leaders ensure that all staff receive regular training. This is to enable staff to recognise the signs that might be a cause for concern. Staff know the procedures they need to follow if they are worried about a pupil.

Leaders work well with other agencies when pupils or their families need support to keep safe. Pupils learn how to keep themselves safe on the road and in the wider community. They know the risks that come with using the internet, and learn to use it safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers are not planning and adapting tasks to meet the needs of all pupils consistently enough. Consequently, the small number of pupils with barriers to learning, especially those with SEND, do not make the progress they could. Leaders should ensure that teachers are proficient in supporting all pupils to know and remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2011.

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 information from Ofsted Parent View 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.

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	115890
Local authority	Hampshire
Inspection number	10241905
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair of governing body	Dorothy Fane
Headteacher	Sarah Ackerman
Website	www.uplands.hants.sch.uk
Date of previous inspection	18 July 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Deep dives were carried out in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. The inspector listened to pupils read and talked to them about their reading.
- The inspector also looked at curriculum plans and reviewed a selection of pupils' learning journals.
- Meetings were held with the senior leaders, subject leaders, the special educational needs coordinator, staff and pupils.
- The inspector met with representatives from the governing body and an officer from the local authority.

- To inspect safeguarding, the inspector reviewed the school's single central record of recruitment checks and met with the designated safeguarding team. The inspector spoke to pupils and staff and reviewed records, policies and staff training.
- The views of parents, staff and pupils were considered through Ofsted's online surveys.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

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