



Upton Cross Primary School

Inspection report

Unique Reference Number 102750
LEA Newham

Inspection number 274884
Inspection dates 14 - 15 June 2005
Reporting inspector Judy Dawson

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Churston Avenue
School category	Community		Plaistow
Age range of pupils	3 - 11		London E13 0RJ
Gender of pupils	Mixed	Telephone number	020 8552 1081
Number on roll	389	Fax number	020 8470 2545
Appropriate authority	The governing body	Chair of governors	Mr D McGladdery
Date of previous inspection	14 December 1998	Headteacher	Mrs C A Alexander

Age group	Published	Reference no.
3 - 11	July 2005	274884

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in consultation paper of February 2004. It was carried out with the support and co-operation of Upton Cross Primary School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

Upton Cross is a larger than average sized primary school serving an area of outer London that is socially deprived. The pupils come from a wide range of cultural backgrounds and very few have English as their first language. Most children have no spoken English when they join the nursery. The number of pupils entitled to free school meals is higher than average. About 13 percent of pupils are from families that are refugees or asylum seekers and an above average number of pupils join the school at times other than the normal entry. The number of pupils with special educational needs is about average. There have been a significant number of staff changes over the last two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The school has improved since the last inspection, building on its strengths. It is effective and gives good value for money. The findings of the inspection accord with the school's evaluation. Building on well below average skills on entry to the nursery, pupils achieve well because of the school's provision of high levels of care, good teaching and curriculum, and its outstanding attention to pupils' personal development. Pupils' progress is particularly impressive in the acquisition of the English language.

Teaching is good. It is well planned and makes learning interesting for the pupils. In the best cases, outstanding teaching increases pupils' attentiveness and generates their eagerness to achieve. Pupils' personal development is outstanding, creating a harmonious and happy school where all cultures and achievements are celebrated. Pupils really enjoy their school and know that the adults care about them. Parents are almost unanimous in their praise of all aspects of the school. Links with external agencies enrich pupils' learning and their personal development. There is an excellent ethos throughout the school.

The headteacher leads the school very well and deploys responsibilities effectively. Areas for improvement are identified and acted upon very well but priorities are not made clear enough in school development planning. The school is well poised to become even more effective by continuing to improve teaching and assessment to match pupils' needs more closely, enabling pupils to achieve even more.

Grade: 2

What the school should do to improve further

The school should:

- Further improve teaching by ensuring all lessons challenge pupils of all abilities and proceed at a brisk pace
- Track pupils' progress systematically throughout the school and involve pupils in setting targets for improving their work
- Clarify and prioritise plans for improvement

Achievement and standards

Pupils achieve well from a starting point of well below average skills on entry to the nursery. They make impressive progress in their acquisition of English language but few reach the average standards for writing by the age of seven. Standards in reading, writing and mathematics were well below average in the 2004 national tests for seven year olds. Standards in English and mathematics are much higher by Year 6 because pupils' English language has improved and pupils reached national averages in the 2004 tests. Over time, standards are rising faster than the national trend. The results are subject to fluctuations from year to year because of the number of children leaving and starting at different times, and the number of pupils with learning difficulties. Pupils generally meet the challenging targets set for them. Science standards have improved this year because the school has responded well to previous gaps in provision. Pupils of Pakistani heritage do not generally achieve as well as other groups but the school is starting to address this successfully.

The good teaching, the very effective language support and support for pupils with special educational needs enable pupils to make the most of their time in school. Many pupils excel in other aspects of the curriculum, especially in music, art and drama.

Grade: 2

Personal development and well-being

Pupils' personal and social development is excellent and their behaviour is exemplary. In class and in the playground pupils show respect and care for others; in lessons they listen carefully and work collaboratively in pairs and groups.

Displays around the school reflect the pupils' diverse cultural backgrounds that are celebrated throughout the school. The respect that pupils show for each other is excellent. They empathise with the feelings and views of others and delight in each other's achievements. This was shown clearly in an assembly when pupils shared their experiences of the science week. Pupils are helped to develop their self-esteem because adults know and support them well. Pupils know they are valued.

Attendance is very good. Pupils clearly enjoy their education. They work enthusiastically and are keen to learn. Pupils are confident, polite and courteous. They feel safe at school and know that adults will help them if they have a problem. Pupils move sensibly around the school and know how to keep themselves and others safe.

Pupils understand what they must do to keep healthy. They have yet to develop a wider understanding of some aspects of healthy lifestyles such as the need to drink water regularly. The opportunities for physical activity in lessons and after-school activities are extensive and entered into with enthusiasm.

The school council gives pupils an active voice in shaping the school's direction and helps them to learn important skills for living in a democratic society. Pupils take on other responsibilities: Playground Friends, for example, look after those who are lonely outside.

Team-building skills are developed very well through events such as the science week challenge to use dried spaghetti and marshmallows to build a tower to support an egg.

Grade: 1

Quality of provision

Teaching and learning

The inspection confirms the school's view that the quality of teaching is good. Lessons are planned carefully. Imaginative activities enthuse and successfully engage pupils. In the best teaching, high expectations, rigorous pace and plenty of challenge generate very effective learning. In a mathematics lesson pupils were on the edge of their seats in their eagerness to be first to answer questions and the pace increased to provide the challenge. Less effective teaching could be improved by increasing the challenge for pupils and the pace of the lessons. In particular, the use of assessment to track pupils' learning and identify targets for individuals to improve their work is inconsistent. Consequently, progress could be even better for some.

Because teaching is good, pupils make good progress over time. Pupils talk happily about their enthusiasm for school activities. Very good levels of support are given to pupils with English as an additional language and to those with special needs. Support staff are deployed effectively to give dual language support, and to emphasise the importance of English in pupils' learning. Good use is made of interventions that respond positively to pupils' needs. These pupils' needs are carefully assessed to match work at the right level.

Grade: 2

Curriculum and other activities

Inspectors agree with the school that it provides a good curriculum. It is broad and the school ensures carefully that it meets requirements. A significant strength of the curriculum is the way it is planned to incorporate and celebrate the diversity of cultures in school. Most pupils' needs are being met effectively,

especially those who are learning an additional language, or have special needs. The school pays thoughtful attention to the pupils who enter and leave at different times. The understanding of how to stay safe and healthy is well promoted through work in physical education and personal, social and health education. An interesting and stimulating range of after-school activities and visits adds to the enjoyment of learning whilst fostering very good levels of achievement.

Grade: 2

Care, guidance and support

The school's care, guidance and support for its pupils are outstanding. The academic and personal development of all pupils, including those learning English as an additional language, and those with learning difficulties, are tracked very thoroughly so that the needs of all are met effectively. Pupils feel confident in asking for help because they know it will be sympathetically given by all staff. Pupils enjoy school activities and this fosters their confidence and self-esteem very well. Very effective child protection procedures pay very thorough attention to pupils' safety and well-being. Personal and emotional development is outstanding, contributing to the excellent school ethos. Outside agency and parental links are extremely supportive. Induction and transfer arrangements are carefully and systematically developed to maximise their benefit for pupils. Pupils' spiritual, moral, social and cultural provision permeates the curriculum and all aspects of school life.

Grade: 1

Leadership and management

The school is led and managed very well and some aspects of leadership are outstanding. Very effective systems are in place for evaluating the effectiveness of the school's work and for deciding what changes are needed. This contributes strongly to the school's capacity to improve, but it would be even more effective if priorities were identified more clearly in the school's development planning. The school understands the need to improve systems for consistency in measuring progress in learning, and to involve pupils more fully in identifying areas for improvement in their learning. Subject leaders have a good understanding of standards and provision for their subjects but several are new to their posts and are developing their roles. Resources are well managed and support learning effectively.

Leaders' appreciation and celebration of the rich diversity of cultures in school demonstrate exemplary commitment to racial harmony and pupils' enjoyment and well-being. The school is rich in displays from the many cultures, showing

an astute understanding of the differences within continents. This results in an outstanding ethos and a united community. Every child is highly valued and the school is very successful in making sure that all pupils have equal opportunities. The use of both school staff and external agencies to improve pupils' achievement and personal development is a strength. These outstanding aspects of leadership make the school well placed to become even more effective.

The governing body fulfils its statutory responsibilities well. They are committed to school development and improvement and both support and challenge school initiatives. The determination to strive conscientiously for school improvement by the school's leaders, managers and governors permeates all aspects of their work.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Yes	Y/N
Effective steps have been taken to promote improvement since the last inspection	Yes	Y/N

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	1	
How well does the provision promote the well-being of learners?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Y/N

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	NA
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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**Upton Cross Primary School
Churston Avenue
Plaistow
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01 July 2005

Dear Pupils

Thank you very much indeed for your friendliness and support during our visit to your school. You showed us how proud you are of the school and of each other and how much you enjoy being at school. You told us that Upton Cross is a good school and we agree with you.

I should like to tell you some of the things that are good about your school.

- Everyone in your school is valued and cared for in an outstanding way and you have many opportunities to share and celebrate your cultures and traditions with everyone.
- Your school is a very happy place because you are taught well, you behave very well, look after each other and work hard.
- The headteacher and other leaders run the school very well, helping your teachers to provide you with the skills you need.

There are a few things your school could do to make it even better, with your help.

- Teachers sometimes do not expect enough of you so your work could be better. You can help them by making sure that you always do your best work and strive to achieve even more.
- Teachers need to be able to measure how well you learn during your time at school to give you challenging targets to aim for. This will help you know what you need to do to improve your work.
- The leaders and managers need to decide on the most important things to do to help the school improve so that the school can become even better.

Yours sincerely

Mrs Judy Dawson, lead inspector