



Uphall Primary School

Inspection Report

Unique Reference Number 102819
LEA Redbridge LEA
Inspection number 276775
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector Judith Dawson AI

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

Type of school	Primary	School address	Uphall Road
School category	Community		Iford
Age range of pupils	3 to 11		IG1 2JD
Gender of pupils	Mixed	Telephone number	020 8478 2993
Number on roll	884	Fax number	020 8708 0126
Appropriate authority	The governing body	Chair of governors	Mrs H Kundu
Date of previous inspection	11 December 2000	Headteacher	Mr A Morrish

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school is one of the largest primary schools in the country and includes 104 part time nursery children. Almost half the children joining the nursery speak little or no English. Almost 90% of pupils have English as an additional language and there are 34 different mother tongues. Over 30% have Pakistani backgrounds. Approximately 10% of the pupils are refugees or asylum seekers and pupils' mobility is very high. The number of pupils entitled to free school meals is well above average. The number of pupils with learning difficulties or disabilities [LDD] is about average but fewer than average have statements of special educational needs. The school has a range of extended services to support pupils and parents. It has been awarded National Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school modestly judges its overall effectiveness to be good. The inspectors judge this to be an outstanding school because of the very effective leadership, firmly rooted in school improvement, and the way the school responds to pupils' needs. Inspectors agree with the school's evaluation of all other aspects of its self-evaluation, which demonstrate very astute and accurate judgements. Standards are rising and pupils achieve well, in spite of the fact that almost all have English as an additional language and about half have joined the school after the Foundation Stage. Children in the Foundation Stage make good progress, because of the good provision, although few are competent English speakers.

The headteacher and senior leadership team monitor teaching very effectively and teachers have a very good understanding of the criteria for good teaching and learning. As a result, teaching is good overall and sometimes outstanding. However, teachers' marking and the setting of targets for the pupils are not consistently helpful in helping pupils to understand how they can improve their work. The school has already identified this as an area for improvement. The good curriculum meets pupils' needs well and the school takes every opportunity to celebrate the range of cultures within school, using members of the local community to support learning. Additional activities, sometimes run by the pupils, enrich the curriculum further.

This is a very inclusive school that provides the pupils with outstanding care, guidance and support, responding very effectively to the diverse nature of the pupils' experiences and their specific needs. The support given to pupils who are new to the school is exemplary, enabling them to swiftly settle into school life. This not only helps them to achieve well but also results in excellent behaviour and personal development. A very large majority of parents are happy with the work of the school. Pupils are extremely happy in school and enjoy learning. There are high levels of racial harmony and pupils work together very well.

Leadership and management are outstanding. The school has a very accurate understanding of its strengths and areas for development. Until recently, there had been considerable staff changes. It is a tribute to the headteacher's outstanding leadership that he has responded to this by establishing non-negotiable systems to ensure lessons are taught well. As a result, there is potential for teaching and learning to become even more effective. The governors now have a very good understanding of the school and carry out their duties effectively. There have been good improvements since the last inspection and the school continues to build on its considerable strengths.

The school gives excellent value for money.

What the school should do to improve further

Improve marking and target setting to ensure that pupils are very clear about how to improve their work.

Achievement and standards

Grade: 2

Pupils achieve well. Standards are continuing to rise and are now broadly average in English, mathematics and science by the end of Year 6. A quarter of the pupils exceeded the expected level in all subjects in national tests in 2005, meeting their challenging targets. Given the very high proportion of pupils who join the school speaking little English, this represents particularly good progress. Those pupils who spend all their primary years at the school do very well. This is the result of the senior leadership team's relentless pursuit of higher standards and the continually improving teaching. The school data clearly shows that pupils who attend regularly achieve very well.

All pupils, regardless of their ethnicity, ability or gender make good progress. Many of those learning English as an additional language make rapid progress because of the well managed induction programme and the teachers' attention to extending pupils' vocabulary. Pupils with learning difficulties also make very good progress because of the very good specialist support they receive.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. Pupils say they really enjoy school because of 'the interesting things we do'. They use their literacy, numeracy and information and communication technology [ICT] skills across the curriculum well, making a good contribution to their future economic wellbeing.

The School Council includes pupils in decision-making. For example, the school now provides much improved dinners as a result of a successful bid to move towards a healthier diet. Pupils eat healthily, take care of themselves and contribute to their community. The whole school is seeking ways to improve the cleanliness of the toilets and to encourage more pupils to attend sporting activities after school. Attendance levels are improving because of the range of initiatives implemented by the school, although they remain below average. The high mobility and tradition of extended holidays make the improvements in attendance particularly impressive. The school has clearly demonstrated that pupils with good attendance records achieve better than pupils whose attendance is less secure.

Behaviour is outstanding and this has an important influence on the quality of learning. Pupils are courteous, eager to help others and respond very well to the school's golden rules. There are excellent relationships between pupils and their teachers. Spiritual, moral, social and cultural development is outstanding, stimulated by the teachers' encouragement for pupils to reflect on their learning and celebrate their cultures. Pupils respond very well when considering the needs of others. In a class assembly pupils showed real empathy with others in school whose needs were greater than theirs. They listened avidly and with great enjoyment to the woodwind concert. Excellent displays demonstrate the pupils' pride in their heritage.

A wide range of initiatives supports tolerance and awareness of pupils in this culturally diverse school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and outstanding in some lessons. Teachers have very good relationships with their pupils, encouraging them to do their best and making learning fun. In one outstanding lesson, the teacher generated absolute concentration from a pupil as she said 'Let me see your lovely eyes' as a way to help the pupils focus on her teaching. Teachers respond very well to the rigorous monitoring of teaching by the headteacher and senior management team. They improve their practice continually because it has given them a good understanding of the criteria for effective teaching and learning.

Teachers take every opportunity to extend pupils' language skills and vocabulary, helping them to improve their English. Pupils with specific needs are identified swiftly because of excellent systems for tracking each individual's progress. Specialist teachers provide very good support, enabling pupils with LDD to make very good progress. Pupils are supported extremely well. However, marking does not always help pupils improve their work and comments made in pupils' books are rarely acted upon, missing opportunities to improve learning. Pupils have targets for English and mathematics but knowledge of them and involvement in setting them are limited. The school has already identified this as an area for improvement.

Curriculum and other activities

Grade: 2

The curriculum is good and builds upon the good provision in the Foundation Stage. Very good use is made of local resources, including the community, to make learning relevant. The school responds to the pupils' needs very well. An identified dip in the progress of Black African pupils, for example, resulted in a very successful 'African Week' that included visiting musicians. Provision for ICT has improved significantly since the previous inspection. Pupils now use computers well throughout the curriculum, making a good contribution to their economic well-being. An emphasis on extending pupils' creativity through literature, art and music deepens their spiritual and cultural awareness. The teachers are working to extend pupils' investigative skills in science, to build on recent improvements. The school offers a good range of extra curricular activities that includes well-attended clubs that reflect its extensive cultural diversity.

The pupils learn successfully how to stay safe and healthy through personal, social and health education, and in science and physical education.

Care, guidance and support

Grade: 1

The quality of care, support and guidance given to the pupils is outstanding. Staff work hard and successfully to create a supportive environment in which pupils grow in confidence and self-esteem. Careful attention to pupils' well-being is at the heart of the school. Pupils say that 'if you need help you get it'. Policies and procedures for safeguarding pupils are clear and robust. Most pupils feel safe and secure in school. The school knows of concerns of lower juniors, who find the transition in the larger playground difficult, and is taking steps to remedy the situation. Pupils for whom English is not their first language receive excellent support from their first contact with the school, and benefit from the whole-school focus on language development. High expectations, developing assessments and targeted links with parents have all contributed to good progress of these pupils. The school's 'Healthy School' award demonstrates its commitment to pupils' health, as does the drive to persuade more pupils to attend after-school sporting activities.

Leadership and management

Grade: 1

The effective senior leadership team, led by the very influential headteacher, is central to the school's success. The incisive and accurate self-evaluation, which draws heavily on the views of pupils, determines the priorities for improvement. The leadership team robustly monitors the quality of teaching, celebrating its effectiveness and highlighting where, and how, it can be improved. Aspirations for high quality are very clearly communicated and underpin the effective teaching in many lessons. This very effective leadership has greatly improved the quality of the provision, resulting in higher standards.

The subject leaders enthusiastically support the work of the senior leadership team. Although some subject leaders are strongly influencing teaching, learning and progress, this is not the case in all subjects. Consequently, the headteacher is, rightly, seeking to enhance their roles by distributing the responsibility for highly effective provision and empowering them to bring about continuing improvement. Resources are deployed very effectively, particularly in the support of the diverse needs of the pupils, providing outstanding value for money.

The governing body has taken on a far more effective and active role since the last inspection. It now works successfully, through its committees, in partnership with the leadership team to steer the school's works and monitor its performance. The governors are kept very well informed by the headteacher and visit the school to find out for themselves how well it is performing.

The headteacher has established very positive conditions for learning throughout the school which engage, support, encourage and include pupils from all backgrounds. He has successfully created an ethos within which the teachers are committed to the school and want to continue to improve so that they can help all groups of pupils to

achieve well. As a result, the school is strongly placed to help them to do better and better each year.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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

The extent to which schools enable learners to be healthy	
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	Yes
The extent to which providers ensure that learners stay safe	
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	
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	
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

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you very much for your welcome and friendliness during our visit to your school. It was a joy to see how much you enjoy your lessons, how well you behave and how much you help and respect each other. Special thanks to the school council who talked to Mr. Iles. Many of you showed us how responsible you are. It is clear that your views and ideas help your headteacher make plans for the school.

You told us that Uphall Primary School is a good school. We think you have an outstanding school. You are taught interesting things and you have good teachers so you learn well. Those of you who need extra help with learning or with your English language have excellent support. All of you are cared for very well and almost all of you feel safe and secure in school. The school is looking at ways to help Year 3 pupils feel comfortable moving to the junior playground.

Your headteacher, deputy head and assistant headteacher are excellent leaders and are helping your teachers to make your school even better. Those of you who have been in school for some time will know how much the facilities for ICT have improved. You are getting better at English, mathematics and science because you are taught well. We have asked your teachers to make sure you understand how to improve your work even more by improving their marking and setting you targets. You can help them by making sure that you read their comments in your books and acting upon them. Well done. You should be very proud of your school and yourselves.

Best Wishes

Judith Dawson

Lead Inspector