



# Uphill Primary School

## Inspection Report

**Unique Reference Number** 109095  
**LEA** North Somerset  
**Inspection number** 278119  
**Inspection dates** 14 September 2005 to 15 September 2005  
**Reporting inspector** Diane Wilkinson RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Old Church Road
<b>School category</b>	Community		Uphill Village
<b>Age range of pupils</b>	4 to 11		Weston-super-Mare BS23 4XH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01934 626769
<b>Number on roll</b>	323	<b>Fax number</b>	01934 626769
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr S Castle
<b>Date of previous inspection</b>	20 September 1999	<b>Headteacher</b>	Mr David Edwards

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 14 September 2005 - 15 September 2005	<b>Inspection number</b> 278119
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Uphill is a large primary school. All the pupils come from white British backgrounds and speak English as their first language. They start school with good skills and knowledge for their age. The proportion of pupils with learning difficulties and disabilities is close to the national average. The number of pupils joining or leaving the school between Reception and Year 6 is higher than that is seen nationally, but this does not alter the attainment profile of pupils. The proportion of pupils who receive free school meals is well below the national average. There have been significant changes in the senior leadership of the school in the last two years. The school provides support for initial teacher training and gained training status in 2003. In the last two years it has received the Investors in People Award, the Healthy Schools Award, Active Sports Mark and the FA Charter for Football.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to:

- underachievement in Years 3 to 6, particularly in mathematics
- underachievement by higher attaining pupils and girls.

This is a school that has made significant strides forward in the last year as a result of the headteacher's leadership, with strong support from senior staff. However, it is not an effective school at present because significant weaknesses in teaching prevent pupils, and especially higher attaining pupils and some girls, from doing as well as they should. This is most evident in mathematics where weaknesses identified by the previous inspection still exist. Despite these weaknesses the school is providing a satisfactory standard of education overall with strengths in some areas of its work, particularly in pupils' personal development, their safety and well being and the provision made for pupils with learning difficulties and disabilities.

Children entering the reception classes are given a good start and achieve well. This early good achievement is built on satisfactorily throughout Years 1 and 2, but pupils do not make enough progress from Years 3 to 6, particularly in mathematics, where improvement since the last inspection has been inadequate. This is a concern expressed by a significant proportion of parents. The headteacher's drive for improvement has led to more effective professional development for staff and the school has gained an "Investors in People Award" and Training School status. This has improved the quality of teaching at the lower end of the school and in Years 5 and 6. Although it has not been as effective in mathematics, more rigorous checking on the quality of teaching has led to better achievement in English and science, and the governing body is now more involved in moving the school forward. Taken together, this gives confidence that the school can continue to make improvements satisfactorily. It is providing sound value for money.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to:

underachievement in Years 3 to 6, particularly in mathematics  
underachievement by higher attaining pupils and girls.

### What the school should do to improve further

- take more account of what pupils already know and can do when planning work, particularly in mathematics in Years 3 to 6, so that activities are well matched to their needs

- improve the quality of teaching, particularly in Years 3 and 4, so that all pupils are provided with challenging enough work
- extend the use of the effective and detailed assessment procedures now in place in for mathematics, and make use of the information gained from this is in planning lessons
- continue to implement rigorous systems for monitoring and evaluating the school's work, particularly the quality of teaching in mathematics, to identify where improvement is needed.

## **Achievement and standards**

### **Grade: 4**

There are weaknesses in the achievement of pupils, particularly of older pupils that result in achievement that is unsatisfactory. Children enter the reception classes with good skills and knowledge for their age. Their personal and social development is particularly good and they have good oral communication skills. They make good progress in all areas of their learning and by the time they enter Year 1 most pupils reach the standards expected while a significant number exceed them. In Years 1 and 2 most pupils make satisfactory progress and standards are above average by the time pupils enter Year 3.

By the end of Year 6 standards are average overall and this means that pupils do not make enough progress in Years 3 to 6 and could do better. Particular weaknesses are that girls make significantly less progress than boys and that a significant number of pupils in Years 3 to 6 are not making enough progress in mathematics. The school's performance in mathematics in the 2005 national tests was well below the targets set.

In the last two years the school's strategies for improvement have raised pupils' Year 6 national test results in English and science and their achievement in these subjects is now at acceptable levels. In the 2005 tests the school exceeded its targets for the proportion of pupils reaching the levels expected for their age in English, but not in mathematics. The targets for the higher levels were not met.

## **Personal development and well-being**

### **Grade: 2**

The school's programme of personal development is effective. Pupils have a good awareness of how to achieve healthy lifestyles, and the school now holds a "Healthy Schools Award" for its effective work in this aspect. Good attention is also paid to personal safety and pupils work and play safely. Pupils and their parents agree that they like school and enjoy their learning, especially the many extra-curricular activities on offer. Behaviour in lessons and around the school is good and the school deals with any inappropriate behaviour effectively. The school is a happy and harmonious place.

In 2004 attendance was unsatisfactory due to a number of parents taking their children on holidays in term time. The school took effective action to address this and attendance is now satisfactory.

Members of the school council are making a very positive contribution to the school community. The involvement of pupils in the work of the school contributes positively to their understanding of democracy and this is helping to bring about improvements to the quality of education and fabric of the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching has some strengths, particularly as a result of recent changes of staff. These, however, do not outweigh shortcomings in teaching in Years 3 to 6, and teaching overall is inadequate.

In the Foundation Stage teaching is good so that children are productive and achieve well. Effective assessment procedures help adults to identify the stage at which individual children are working and use the information to plan challenging work. Adults are very good at prompting children so that they understand and move on to new learning.

In Years 1 and 2 the school has successfully addressed weaknesses in teaching. Lesson planning provides appropriate activities for pupils of all abilities and there is an effective ethos for learning. Well-matched work helps most pupils achieve as well as they should. However, teachers do not always move higher attaining pupils on to more challenging activities and this can limit their progress.

Teaching is not good enough in Years 3 to 6. The quality of marking in these years is unsatisfactory overall and opportunities are missed to help pupils improve their work. The school has a realistic understanding of strengths and weaknesses of teaching and recent changes in staffing have achieved improvements in teaching and learning in Years 5 and 6. In these year groups effective use of the data from new assessment procedures has ensured that teachers are now setting work well matched to the level at which all pupils are working. As a result pupils' achievement in Years 5 and 6 is now at least satisfactory and sometimes good. However in Years 3 and 4, teachers' planning does not always take enough account of what pupils already know and can do, so higher attaining pupils do not get the chance to move on with their learning and they mark time, particularly in mathematics.

The school has begun to tackle the underachievement of girls by re-organising learning activities to challenge them more effectively, although it is too soon to see the impact of this strategy. Lower attaining pupils, including those with learning difficulties and disabilities, are generally well taught and teaching assistants give effective support.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and provides a suitable range of activities that enriches pupils' learning. ICT provision has improved since the last inspection and is now good.

The school is offering enhanced activities to support gifted and talented pupils including a chance to work with similar pupils from other schools so that they can take part in highly challenging activities. The provision for pupils' personal development is good and is a key factor in why pupils maintain their good behaviour and attitudes throughout the school. The wide range of extra-curricular activities, including an effective programme of residential visits, enriches pupils' experiences and also makes a constructive contribution to their positive attitudes to school. This also has a positive impact on their achievement and has resulted in the award of the Active Sports Mark and the FA Charter for Football.

## **Care, guidance and support**

### **Grade: 3**

Pupils feel happy and secure in the school. This is partly the result of high quality induction procedures and very effective transfer from reception to Year 1. The school also has a well-deserved reputation for its support for pupils with learning difficulties and disabilities including those who need support in controlling unsatisfactory behaviour. Children in the Foundation Stage and pupils with learning difficulties and disabilities are given good advice and guidance on how they can improve and this is an important factor in their good achievement. Good attention is paid to pupils' health and safety. For example lunchtime arrangements allow pupils to have access to a wide range of well-supervised activities to help them to play safely. Such activities also support their personal development.

Personal development is monitored informally, but effectively, and helps maintain this aspect of the school's work as good. New assessment and target setting procedures are now providing satisfactory support for pupils' academic development.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school has some strengths, and is satisfactory overall. The headteacher's vision of sustaining a caring school where pupils are keen to learn has been successfully achieved so that pupils want to come to school and parents know they will be happy and safe there. However, the school's evaluation that its leadership and management is good is not shared by the inspection team because senior managers and governors have been too slow in putting in place effective enough strategies to tackle the weaknesses it has identified in teaching. The school's self-evaluation has not been effective as it could be largely because it has not focused enough on analysing the effectiveness of its strategies for improvement and data has not been analysed well enough to allow the school to check whether they have been effective. Recent staff appointments have improved the quality of teaching and strengthened the senior leadership team. The deputy head and the new mathematics co-ordinator are beginning tackle the weaknesses in mathematics more effectively. More generally, new systems for recording and tracking pupils' achievement are helping to bring about improvements, particularly in English and science. This has not been

the case in mathematics in Years 3 and 4. The “Training School Initiative” is having a positive impact on improving teaching in some parts of the school, as is an increased emphasis on classroom observation so that good practice can be shared across the school.

The governing body, with many new members, has evaluated its role effectively, putting in place appropriate training and a sound structure to enable them to check on the effectiveness of the school. They are playing an increasingly effective part in helping to improve the school’s work. The governing body allocates resources well and gives satisfactory value for money.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Uphill Primary School Old Church Road Uphill Village Weston-super-mare Somerset BS23 4XH

19th September 2005

Dear Pupils

Thank you for welcoming us to your school and being so friendly and helpful. We particularly want to thank the School Council who gave up their lunch time to talk to us.

These are the things we liked most about your school:

your teachers take good care of you and provide lots of interesting activities for you to do at lunch times and in clubs and visits out of school

you behave in a very sensible and mature manner around school and in lessons and are very willing to take on roles of responsibility

teachers listen to your ideas and allow you to play an important role in helping to run the school  
staff are introducing new ways of encouraging you and your parents to help improve your work  
teachers are giving you good advice on how to look after yourself and stay healthy and safe.

This is what we have asked your headteacher and staff to think about:

taking more account of what you know and can do when planning work for you, especially in mathematics in Years 3 to 6

thinking more carefully about the work given to pupils in Year 3 and 4 so that you all of have challenging and interesting work

keeping better records to show how well you are doing so that it is easier for teachers to plan work that will help you do the best you can

spending more time checking on the work you do in lessons to make sure it helps you achieve well

With best wishes

Mrs Wilkinson Lead Inspector