



# Upton St Leonards Church of England Primary School

## Inspection Report

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**Unique Reference Number** 115658  
**Local Authority** Gloucestershire  
**Inspection number** 290293  
**Inspection date** 16 January 2007  
**Reporting inspector** David Curtis

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

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<b>Type of school</b>	Primary	<b>School address</b>	Bondend Road
<b>School category</b>	Voluntary controlled		Upton St Leonards
<b>Age range of pupils</b>	4-11		Gloucester GL4 8ED
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01452 616109
<b>Number on roll (school)</b>	426	<b>Fax number</b>	01452 614796
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	L Hall
		<b>Headteacher</b>	Cottia Howard
<b>Date of previous school inspection</b>	17 June 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a larger than average size primary school. The majority of pupils are of White British heritage. A small number of pupils are from minority ethnic families. The proportion of pupils with learning difficulties or disabilities is below the national average. The headteacher was appointed in January 2006 and since her appointment, she has introduced changes to the school leadership team. Children's attainment on entry is average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

One parent's comment that 'Upton St Leonards is a fantastic school. I have no problems getting my children to attend every day as they both really enjoy school' is a strong endorsement of this good school with outstanding features. At the heart of the school's success are good leadership and management. The school's self-evaluation is rigorous and accurate. It is based on detailed assessments of pupils' learning. Effective action is taken to address areas for improvement. The school has the good capacity to improve further.

Good teaching and learning have a strong impact on pupils' good achievement and to the above average standards pupils reach in Year 6. Children make good progress from the day they start school in Reception because of good teaching and a stimulating learning environment. The school knows that, in Years 3 to 6, progress in mathematics for more able pupils is not as good as it should be. Effective action is being taken to improve pupils' work in problem-solving and their knowledge of multiplication tables.

Pupils play a very important part in the school's success. Outstanding care, guidance and support make a significant contribution to pupils' outstanding personal development and well-being. Pupils are polite, friendly and very articulate in discussions. Behaviour is excellent. Their very good attendance reflects their enthusiasm for school, including for individual lessons. As one pupil said, 'Even if I was home ill in bed for the week, I would get up on Thursday so I could go to school for my RE lesson'. Pupils have a very good understanding of the need to eat healthily and the importance of keeping fit. The school council is an important part of school life. It gives pupils a very good opportunity to contribute their ideas for school improvement. Pupils are prepared very well both socially and academically for the next stage of education and their future economic well-being.

The curriculum is good and contributes significantly to the standards pupils achieve. Pupils enjoy lessons, especially where they say, 'We work on more than one subject, such as DT and maths'. They see the relevance of links and this helps them to make very good use of their key literacy, numeracy and information and communication technology (ICT) skills in other subjects.

The majority of parents who completed questionnaires are very supportive of the school. The concerns of a minority in relation to behaviour, progress (except in mathematics) and leadership and management are not supported by inspection evidence, or by the majority of parents. The main area of concern relates to how the school seeks and responds to parents' views, with homework being a recurring issue. There was insufficient evidence to make a judgement in relation to this particular area of concern. In view of the level of concern, this is an area which the school should address.

### What the school should do to improve further

- raise standards in mathematics, for more able pupils in problem-solving and in knowledge and use of multiplication tables

- review its procedures for communicating with parents, especially in relation to homework.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and pupils reach above average standards in English, mathematics and science by the end of Year 6. Children make good progress from their very first day in school in the Reception classes. By the time they leave Reception, children reach standards in all six areas of learning which are good, and above the average for the local authority.

In mathematics, especially in Years 3 to 6, progress is not as good as it should be for more able pupils. Rigorous assessment of pupils' progress has identified relative weaknesses in pupils' problem-solving skills and in their knowledge and use of multiplication tables.

Evidence from displays and portfolios of pupils' work shows that pupils use and apply their key literacy, numeracy and ICT skills exceptionally well in subjects, such as science and history. Singing in assembly was of a high standard. Work on display around the school shows that pupils achieve good standards in art and design.

Pupils with learning difficulties or disabilities make good progress because of good teaching and high quality support from teaching assistants.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils reflect carefully and deeply on issues relating to themselves and to each other, with a deep understanding of the importance of friendship. Pupils work together successfully and 'Partner Talk' reflects this strength. Through events such as 'International Week', pupils gain a very good understanding of cultures other than their own.

Pupils enjoy their healthy lunches and feel that 'Cookie' (as she is known), should appear on a popular cookery programme on television. They are safe and sensible when moving around the school and handling equipment. Pupils enjoy taking part in community events. The choir is currently learning hymns to be sung in a joint service with the Mothers' Union. Pupils are proud of their fund-raising activities, including supporting a child in Africa.

## Quality of provision

### Teaching and learning

#### Grade: 2

Children enjoy learning in Reception because of good teaching. The one lesson observed was outstanding. Lessons and activities are planned exceptionally well. They are based closely on rigorous day-to-day assessment of children's learning. Resources are used imaginatively by teachers, especially to support the very effective teaching of key skills.

All lessons across the school begin with teachers sharing the lesson objective and the 'success criteria'. This, linked to very careful planning which meets the needs of the different learning groups, means that pupils understand the purpose of the lesson and what and why they are learning. As a result, they settle quickly to their work and show good levels of concentration.

Very occasionally, teachers do not engage all pupils in lesson introductions and there are missed opportunities to assess pupils' understanding. Similarly, there are times when individuals who are stuck on the same problem would benefit more from being taught as a group.

### Curriculum and other activities

#### Grade: 2

The curriculum for children in Reception is good and makes a strong contribution to the good progress made in all areas of learning. It is underpinned by very good resources, including a secure and covered outdoor play area.

The curriculum meets all statutory requirements for pupils in Years 1 to 6. In mathematics, the school knows that more work is needed to meet the needs of more able pupils. The teaching of French reflects the school's effective links with a local specialist language college. The specialist teaching of music enhances pupils' levels of musical performance. Pupils themselves enjoy the many cross-curricular links available to them, especially where it means they can do practical activities. There is a very good range of extra-curricular activities in sport, music, art and foreign languages.

### Care, guidance and support

#### Grade: 1

Parents are very appreciative of the high quality induction procedures for children starting school in Reception. The school meets fully all requirements for child protection and the safeguarding of pupils. Pupils are totally confident that there is always an adult to whom they can turn if they have worries or concerns. Support for pupils with learning difficulties or disabilities is a strength, including the very effective use of outside agencies.

Pupils find teachers' marking helpful and supportive in telling them how well they are doing and what they need to do to improve. The very good use of a specialist programme to improve pupils' learning is having a significant impact on supporting pupils as effective learners. Pupils value the targets they are given and find them very helpful in understanding what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The leadership of the headteacher and her two deputies is excellent. They lead a very effective staff team dedicated to providing pupils with the very best the school can offer. The school knows itself exceptionally well because of rigorous self-evaluation and detailed analysis of its own performance. Test results are analysed by gender, ability and ethnicity in order to identify areas of underperformance. Effective action is taken immediately to address underperformance, as is shown in the current action being taken to tackle relative underachievement in mathematics. Changes in the leadership team include a new layer of middle managers. Currently, their understanding of strengths and areas for improvement in their subjects is based on monitoring planning and pupils' work. However, they are undergoing training to develop their role in monitoring teaching and learning in order to better inform their understanding of strengths and areas for improvement.

Governors are hardworking and very supportive. They have a good understanding of the school's strengths and areas for development. They are prepared to challenge the headteacher and senior leaders in relation to all aspects of the school's work, including standards and achievement.

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## Inspection judgements

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for your very warm welcome when I came to your school. A special thank-you must go to the school council and those of you in Year 6 who spent time talking with me. I am pleased to tell you that you go to a good school, with outstanding features. You play a significant part in your school being so good, especially through your friendliness, politeness and confidence in talking to visitors, including me. These are a few of the things that I thought were particularly good:

- by the time you leave school in Year 6, the work you do in English and science is much better than in many schools
- your behaviour is excellent and you form very good relationships with each other
- you are taught well and you enjoy learning
- you particularly enjoy the good range of extra-curricular activities
- you are looked after very well and know there are adults who will always help you
- your school is led well and managed.

There are two things which I feel need to make your school even better. I have asked your teachers to help you, especially with the first one.

- for those of you who find learning easy, you still need to work harder in mathematics, especially in learning your times tables and when you do problem-solving activities
- the staff and governors need to review how they send information to your parents, especially about homework. You, of course, can help by making sure that your parents know about the homework you have been set.