

# Upton Primary School

## Inspection report

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<b>Unique Reference Number</b>	101413
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	307675
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Michael Milton

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	457
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maxine Knight
<b>Headteacher</b>	Mrs Rampersad
<b>Date of previous school inspection</b>	1 March 2004
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## Introduction

This inspection was carried out by four additional inspectors. Twenty-one lessons were observed and 21 teachers were seen teaching. Inspectors held meetings with pupils, governors and members of the staff. They observed the school's work, and analysed pupils' work, the school's policies and improvement plan, as well as questionnaires from 170 parents and carers, 99 pupils and 25 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of improvements to teaching, assessment and the curriculum on pupils' rates of progress
- the strengths of provision for pupils with special educational needs and disabilities that enable them to make good progress
- the extent to which the headteacher's ambitious vision and drive for improvement have been adopted by other leaders and managers.

## Information about the school

Upton Primary is a large school with a Nursery. It also has a speech, language and communication resource which provides specialist provision for 16 pupils with a statement of special educational needs. The SLCR serves the whole of the local authority. Two thirds of the school's pupils are from White British backgrounds, and one third are from a wide range of minority ethnic groups, the largest of which is Black African. The number of pupils who speak English as an additional language is below average, with a small number at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is a little above average. Their needs include those associated with complex communication, speech and language difficulties as well as emotional and behavioural problems and physical disabilities. The proportion of pupils known to be eligible for free school meals is low.

The Early Years Foundation Stage provision has a Nursery, with morning and afternoon groups, and two Reception classes. A new headteacher was appointed in September 2009, and a new senior leadership team was established. The school moved into a new building on its site in October 2009 and demolition of the old building was completed in April 2010. In recognition of its work, the school has the Dyslexia Friendly Schools Kitemark, Healthy Schools status and Activemark. The governing body provides a daily breakfast club which was inspected by the team. An independently run club provides care for pupils after school and was not inspected. The Upton's Children's Centre opened in the new building in March 2010 and it is developing its programme and services. The Children's Centre is not managed by the school's governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Upton Primary is a rapidly improving school that currently provides a satisfactory standard of education for its pupils. Under the exceptional leadership of the headteacher, the school has moved into a new building and made many improvements to its provision during the current school year. For example, the quality of teaching and the use of assessment have improved, and are now good. Also, the headteacher has helped to create a strong staff team committed to providing high-quality care and education for all pupils and a strong partnership with their families. As one parent wrote: 'The new headteacher has brought a new lease of life to the school. It is now a more positive place to be.'

Children join the school with the skills and knowledge expected for their ages. Until recently they have made satisfactory progress and, by the end of Year 6, their attainment is average in English, mathematics and science. Girls' attainment is higher than that of boys. However, pupils' rates of progress have improved this term because of better teaching and assessment and a curriculum more closely matched to their interests and needs. All pupils, including those from minority ethnic groups, now make good progress. There has not yet been sufficient time for this improved progress to raise pupils' attainment. Pupils in the speech, language and communication resource (SLCR) make good progress because of an imaginative curriculum, the effective use of information and communication technology designed to meet their needs, high levels of care and consistently good teaching. The parent of a child with complex speech and language difficulties wrote: 'The SLCR has done a very good job in teaching and bringing on my child.' Pupils with special educational needs and/or disabilities in mainstream classes make good progress.

The school has a wide range of strengths including good care and support for pupils. These help pupils to feel very safe indeed. Pupils value the 'restorative practices' that help them understand right and wrong, and encourage them to take responsibility for their actions. Reflecting the school's Healthy Schools status and its Activemark, pupils have a good understanding of the importance of a healthy diet and take part in a wide range of physical activities. Pupils' attendance rates are above average.

Teaching has a good number of strengths, including a variety of interesting activities that engage pupils successfully in learning. Teaching assistants make a good contribution to pupils' learning. Pupils' good behaviour ensures they are usually receptive and responsive to challenges. In a small minority of lessons learning is less effective because the pace of teaching slows and concluding parts of lessons do not add enough to the learning of all pupils. In many lessons teachers use assessment effectively to help pupils learn as much as possible. For example, pupils assess their own

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work using agreed success criteria and know their targets and the steps they need to take to achieve them. However, the good practice is not consistent in all classes. The well-planned curriculum is enriched by a wide variety of visits and a good range of school clubs. Although the school itself is a strong, cohesive community and pupils know its values, it has not evaluated its contribution to the wider community or planned for engagement with a range of community groups beyond the school.

The school has a good capacity for sustained improvement because it has improved the quality of teaching, assessment and the curriculum this year. The school knows its own strengths and weaknesses. It has accurately identified its key priorities for improvement, and its planning is effectively securing these improvements.

**What does the school need to do to improve further?**

- Accelerate pupils' rates of progress so that they make sustained, good progress in English, mathematics and science as a result of:
  - increased consistency of good teaching
  - consistently effective use of assessment to help pupils learn as much as possible in every lesson
  - implementing strategies to raise boys' attainment.
- To improve the school's contribution to community cohesion, the governing body should:
  - evaluate the impact of its current promotion of community cohesion in the local community and beyond
  - devise an action plan to remedy any identified weaknesses.

**Outcomes for individuals and groups of pupils****3**

In a large majority of lessons pupils enjoy learning. For example, in a Year 6 English lesson pupils contributed thoughtfully to a discussion about a video clip and were then enthralled by the very effective use of drama in the teaching. The teacher targeted individual pupils with questions well matched to their levels of ability. In a Year 2 English lesson that linked well with geography, pupils had taken the role of experts advising the mayor of a seaside town how to improve its environment. Pupils were highly motivated as they wrote their reports and produced their 'photographs'. A meeting of 'experts in the board room' enabled the teacher to use questions well to check their progress. Pupils with special educational needs and/or disabilities in mainstream classes make good progress because good levels of care boost their self-confidence, teaching assistants provide good support in lessons and there is effective targeted provision for particular needs. Pupils feel free from racism and other forms of harassment. They know how to stay safe in a variety of contexts, including their use of the internet. They know the school's values and are hugely supportive of each other. Pupils from different backgrounds work and play happily together. They give strong support to British and international charities. Occasionally, pupils' independent learning skills are not well

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enough developed for them to learn as much as possible in lessons. Pupils are proud of their school and keen to take on responsibilities. The effectiveness of the school council is improving as pupils are given more responsibility for running it. Pupils' average literacy and numeracy skills, together with their good personal and teamwork skills, mean they have a sound preparation for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Improvements in teaching this year ensure that pupils now usually make good progress in their lessons. In the good lessons effective plans show how the work is matched to pupils' differing learning needs and give clear learning objectives and success criteria, so that pupils can assess their own learning. Interactive whiteboards are used well and, as one Year 6 pupil said: 'It's easier to learn with them, they're fun.' Good, accurate assessment is a feature of many lessons, and helps improve pupils' rates of learning. For example, pupils' work is regularly marked against the learning objectives for lessons and gives pupils feedback on how to improve. However, some pupils are not confident in assessing the work of their peers and their progress towards their targets is not always

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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monitored. Each pupil's progress over time is tracked thoroughly and accurately. Good links are made between subjects. The school has just introduced an innovative approach to the curriculum involving role play and drama. This is providing pupils with opportunities for some very creative and engaging learning. Year 6 pupils enjoyed their week-long residential course immensely and reported that it boosted their self-confidence. Musical activities, such as the choir and band, have a high profile and ensure that high standards in music are maintained. Staff know each pupil well and are accessible to parents and carers. There is very good support for vulnerable pupils. Pupils in the SLCR have very good levels of support and are effectively integrated into the main school. Links with outside agencies are well established and contribute to the good levels of care and support.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

This year, the headteacher's excellent leadership has established the school in a new building, given staff clear responsibilities, made them accountable for their work, and created excellent communication within the school. As one member of staff wrote, 'The school has an inspiring headteacher who is consistent in her approach and rigorous in her leadership'.

Governors know the school's strengths and weaknesses. They monitor and evaluate the school at first hand. The governing body gave particularly strong support during the building project. The school has set challenging targets for the attainment of the current Year 6 pupils, reflecting senior leaders' high expectations. These expectations are shared by other staff but are not yet fully realised. A good system is used to monitor the progress of individuals and groups of pupils each term, and to identify any underachievement. This leads to prompt action to improve the learning for those pupils. There is a strong focus on providing equality of opportunity, reflected in the good matching of work to pupils' learning needs in lessons and the effective integration into the main school of pupils in the SLCR. There are good policies and procedures for making sure that pupils are safe. Although the school's own community is strong and cohesive, it does not yet have effective links with the wider community.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with a range of skills and experiences that are broadly those expected for their ages. Because of improvements to many aspects of provision, children are now making good progress in the Nursery and Reception classes. They make good progress because there are warm, positive relationships with adults, a wide range of interesting resources, and activities are well matched to children's needs because assessment is used effectively. Teaching is good and gives children activities that motivate and engage them. Occasionally children spend too long listening. Although the outdoor area is very well equipped, opportunities to use it are missed occasionally. Children with special educational needs and/or disabilities are identified quickly and supported effectively. There is a good balance between child-initiated and adult-directed activities. Children soon become independent learners and are sufficiently confident to tackle new tasks and activities. They cooperate well with each other, and take turns. Standards are rising for their personal, social and emotional development along with their number and problem-solving skills. Effective leadership of the team of adults ensures that the children are happy and make good progress. As one parent wrote: 'The children are all secure and happy. There is excellent parental engagement and staff do much to promote home-school links.' Parents and carers support their children's learning effectively by, for example, their visits to classes first thing each morning, and special weeks, such as the cultural week. As one parent wrote: 'I enjoyed the time I spent with the children, telling them about my country of origin. It was a rewarding experience.'



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are very happy indeed with the education the school provides for their children. All parents and carers agreed that the school keeps their children safe. A very small number are concerned that their children's special educational needs are not identified soon enough. The inspection evidence is that the school has sound systems for identifying children with special educational needs. These systems have been improved this year by the termly meetings which check the progress of each pupil.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Upton Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 170 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	47	85	51	4	2	0	0
The school keeps my child safe	69	57	72	43	0	0	0	0
The school informs me about my child's progress	43	26	112	67	12	7	0	0
My child is making enough progress at this school	44	27	110	66	10	6	1	1
The teaching is good at this school	71	43	91	54	5	3	0	0
The school helps me to support my child's learning	57	34	96	58	12	7	1	1
The school helps my child to have a healthy lifestyle	77	46	87	51	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	30	100	64	8	5	1	1
The school meets my child's particular needs	56	34	99	60	11	6	0	0
The school deals effectively with unacceptable behaviour	49	31	97	61	12	8	0	0
The school takes account of my suggestions and concerns	44	29	94	61	14	9	1	1
The school is led and managed effectively	64	39	98	59	4	2	0	0
Overall, I am happy with my child's experience at this school	82	49	80	48	6	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2010

Dear Pupils

Inspection of Upton Primary School, Bexley, DA5 1HH

We really enjoyed visiting your school and meeting many of you, the staff and some governors. Thank you for making us so welcome. It was really good to hear you singing the school's song. I enjoyed the assembly that included how to be gracious when your football team wins or loses as much as you did. It was very interesting to hear from many of you about how the 'restorative practices' work and just how good they are. You told us that your new headteacher has made a big difference to the school and we agree with you.

Your improving school provides you with a satisfactory education. Although it is good at helping you develop as people, your attainment in English, mathematics and science is average and should be higher. The headteacher and staff work very hard to improve the care and education you receive. Many improvements have been made in the last year, such as the use of interactive whiteboards and the introduction of the 'traffic lights' self-assessment. As a result, you are making more progress with your learning. We have asked the school to make sure it continues with these improvements in each class and so helps you to learn at a faster rate, so that your attainment rises in English, mathematics and science.

The school provides you with interesting things to learn and a good range of visits, including the residential week that you really enjoyed. The good levels of care from staff mean that you feel very safe. Your attendance rates are above average. 'Restorative processes' have helped you to take responsibility for your actions and have improved many aspects of school life including your learning. As you told us, the school community has clear values that you all know such as respect, kindness, teamwork and support for each other in lessons. The school has yet to develop its links with a range of communities beyond the school. We have asked the governing body to take the lead with this development.

You can help the school improve more by thinking carefully about how you can improve your work and taking opportunities to work with initiative and independence.

Yours sincerely

Michael Milton Lead inspector

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