

Upton-upon-Severn CofE Primary School

Inspection report

Unique Reference Number	116853
Local Authority	Worcestershire
Inspection number	312424
Inspection date	27 February 2008
Reporting inspector	Hazel Callaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	178
School	
Appropriate authority	The governing body
Chair	Sara Lee
Headteacher	Alec Holland
Date of previous school inspection	1 September 2003
School address	School Lane Upton-upon-Severn Worcester WR8 0LD
Telephone number	01684 592259
Fax number	01684 594341

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • current trends in achievement across the school and evidence of the pupils' progress, particularly that of the boys, towards targets for 2008 • reasons for teaching being judged as satisfactory and strategies for its improvement so the learning of all pupils increases, especially in mathematics • exploration with the school of the strategies used to support pupils' understanding of themselves as learners and how staff help pupils get better in their work • exploration of how leaders are influencing the quality of teaching and so improving both standards and achievement. Evidence was gathered from the school's assessments of pupils' standards and progress and the results of the 2007 tests were analysed. There were observations of teaching, and discussions took place with senior leaders, staff and pupils. Parents' responses to the Ofsted questionnaire were analysed. The inspector considered the quality of the school's self-evaluation and the impact of recent initiatives. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Upton-upon-Severn Primary is an average-sized school that takes its pupils from a wide area in and around the town. The vast majority of its pupils are of White British origin. An above average proportion of its pupils have been identified as having learning difficulties and/or disabilities and a much larger proportion of children join or leave the school, in all age groups, than is usual. The attainment of children starting in Reception fluctuates from year to year but usually children's standards are below those found nationally, especially in their personal and social development. This aspect is improving as many children now attend the pre-school group situated on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Upton-upon-Severn Primary is a good school that provides well for its pupils' academic and personal development. Parents are very supportive of the school and feel that their children are in good hands because staff provide good levels of care and support as well as effective academic guidance. One parent's written comments were typical of many 'Upton is a wonderful school where my children are thriving'. Relationships throughout the school are good and pupils feel safe and secure. Most pupils behave well, especially in lessons, but a few have difficulties in behaving as they should. This is well managed by all staff, and effective strategies are used to support them. Other pupils say they have no concerns because any difficulties 'get sorted quickly'. They show good levels of care for one another and say school is a 'friendly and fun place to be'. Pupils enjoy their lessons and want to do well. They say teachers are good at helping them to understand how to improve their work. Pupils' personal development is good, and they are well prepared for the next stage of learning. Pupils achieve well across the school, including in the Foundation Stage, because teaching is good. Progress is especially strong in English, where there is a high degree of consistency in the teaching. As a result, standards in English last year were above the national average. There are good opportunities for pupils to use their literacy skills in other subjects and this has resulted in the increasingly good standards across the school. Standards and achievement in science are also good. Achievement in mathematics is satisfactory and standards are not as strong as in English because there has been less attention paid to improving teaching and learning strategies. The school has identified that pupils are not recalling information and mathematical facts readily enough and so find difficulty in applying them in other work or to solve problems. Improvements are being made, but it is too soon to see an impact on raising standards to equal those in English. Mathematics remains a key focus for improvement for the school. Although teaching is good, the school recognises that more can be done to ensure that information from assessment is used successfully to plan activities that meet pupils' learning needs well. This is particularly true in mathematics but is also evident in other work. Satisfactory targets are set for pupils' progress. These were not met last year because of the large number of pupils who entered Year 6 in the previous eighteen months, but they are well on track to meet the targets set for the current year. Those pupils with learning difficulties and/or disabilities are well supported and also achieve well. Teaching assistants are experienced and their expertise is used well to support these pupils. Under the headteacher's leadership, the school has introduced a wide range of strategies to support pupils' understanding of themselves as learners. Targets for their next steps in learning are shared with pupils and reviewed regularly so that they make good progress. Pupils' self-evaluation is encouraged and they are helped to understand how they can improve their work. The curriculum provides a wide range of experiences that meet many learning needs well. Natural links between subjects, especially with English and information and communication technology, are used effectively to make learning more purposeful. The real strengths of the curriculum are the wide range of additional activities and visits and the regularly planned focus days on aspects such as the arts or science. These activities are strengthened by the many very good links with the church, other schools and colleges. Activities are very well planned so that they enhance many aspects of pupils' learning and personal development, particularly their spiritual, social moral and cultural development and how to develop a healthy lifestyle. All pupils gain from these activities because they extend their experiences and thereby stimulate their interest and motivation to learn. The school is well led and managed by the headteacher and by other members of the senior leadership team. Although very new to their posts, the

two new members of the senior team are already making a positive impact on developing both pupils and adults' knowledge and skills. One member of staff referred to Upton School as a learning community where there is a sense of all working together for a common goal. One parent commented that 'the headteacher is leading the school in a new direction and is taking all stakeholders with him', and this reflects the positive views of many. The school's self-evaluation is a little cautious and strengths are often played down, but this has not prevented the headteacher from identifying the important aspects for improvement. Governors say the headteacher is skilled in identifying the expertise of staff and using it well, enabling them to play a real part in school development. Governors are well informed, both through their own involvement in school life and through meetings and discussions. They play an important role in strategic planning, in supporting the school and in promoting a strong partnership with parents. Working together as a cohesive team that has already successfully implemented many new strategies for improvement, staff and governors have a good capacity to move the school forward well.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good and children achieve well because staff are experienced and understand their needs. Children settle into the Reception class well because many have attended the pre-school group next door. Staff are skilled in supporting all children so they grow in confidence to explore new tasks. There is a strong focus on promoting children's personal and social skills so they play together and share toys and resources sensibly. Children's early literacy skills are also promoted well, but most children do not quite reach the standards expected by the time they enter Year 1. Teachers and teaching assistants monitor children's progress well and ensure that new activities successfully extend their knowledge and understanding. The outside area is used effectively to extend children's activities introduced within the classroom but it is difficult to use the area flexibly because it cannot be easily monitored from the classroom and it is shared with the pre-school group.

What the school should do to improve further

- improve pupils' ability to retain and recall mathematical facts and to apply their knowledge to solve problems so they make better progress and standards rise in mathematics
- ensure that teachers make better use of the information from assessment to successfully plan lessons that meet pupils' learning needs and for activities to build effectively on what they already know and can do.

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Annex A

Inspection judgements

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 the 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?	2

¹ 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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 1 March 2008 Dear Pupils Inspection of Upton-upon-Severn Primary School, Worcester WR8 0LD Thank you for making me so welcome and answering my questions when I visited you. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here is a summary of what I found
- you make good progress and you reach standards in English and science that are higher than in many schools, and are the same as other pupils' standards in mathematics
- your behaviour is good. You are polite, friendly and helpful to everyone. You understand how to keep yourselves safe, and are prepared well for secondary schools
- you clearly enjoy your lessons. You work hard and try to do your best.
- You are taught well and your teachers work hard to make sure that your lessons are interesting
- the headteacher leads the school well and the staff work as an effective team
- all the staff look after you very well so you are safe and happy
- you have lots of interesting things to do, including many visits and additional activities. Although Upton Primary is a good school, there are some ways in which it can do better. I have particularly asked the headteacher and governors to do two things
- to help you to make better progress in mathematics, especially in learning basic facts and being able to solve problems
- for teachers to use the information about how well you are doing to plan your next lessons so that your activities build effectively on what you already know and can do. Thank you again for making me feel so welcome and don't forget you can help to make the school an even better place by continuing to work hard. Best wishes Hazel Callahan Additional Inspector

1 March 2008

Dear Pupils

**Inspection of Upton-upon-Severn Primary School, Worcester WR8
OLD**

Thank you for making me so welcome and answering my questions when I visited you. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here is a summary of what I found

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- the headteacher leads the school well and the staff work as an effective team
- all the staff look after you very well so you are safe and happy
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- for teachers to use the information about how well you are doing to plan your next lessons so that your activities build effectively on what you already know and can do.

Thank you again for making me feel so welcome and don't forget you can help to make the school an even better place by continuing to work hard.

Best wishes

Hazel Callahan
Additional Inspector