

# Uphall Primary School

## Inspection report

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<b>Unique Reference Number</b>	102819
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	323697
<b>Inspection date</b>	21 May 2009
<b>Reporting inspector</b>	Beryl Richmond

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	926
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hilary Kundu
<b>Headteacher</b>	Ms Sherlyn Ramsay
<b>Date of previous school inspection</b>	17 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Uphall Road Ilford IG1 2JD
<b>Telephone number</b>	020 8478 2993
<b>Fax number</b>	020 8708 0126

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues:

- the current progress for all groups of pupils and the extent to which standards and achievement are improving in reading, writing and science
- how well the school supports pupils who are learning English as an additional language and pupils who have learning difficulties and/or disabilities
- the extent to which leaders and managers at all levels demonstrate the skills and experience to promote community cohesion and ensure that pupils achieve well and develop good personal skills.

Other aspects of the school's work were not investigated in detail but inspectors 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

Uphall is one of the largest primary schools in the country. Almost all its pupils are from minority ethnic groups, the majority being of Asian origin. The largest groups are Pakistani, Indian, Bangladeshi, Black African and Sri Lankan Tamil. Many do not speak English as their first language. There are 47 different languages spoken, with Urdu being the main one. About a tenth of pupils are the children of asylum seekers or refugees. The proportion of pupils who have learning difficulties and/or disabilities is below average. The needs of these pupils relate to dyslexia, moderate learning difficulties, behavioural, emotional and social needs, speech, language and communication difficulties, physical disabilities and autism. A much greater proportion of pupils than average join and leave the school other than at the usual times. The school provides for children in the Early Years Foundation Stage in two Nursery and four Reception classes. There have been several changes in the leadership and management of the school in recent years and many changes in staffing. The role of second deputy headteacher is currently undertaken by a secondee from the local authority. The school has the National Healthy School Gold Status and the International School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Uphall Primary provides its pupils with a good education. An excellent shared ethos leads to pupils learning in a harmonious, vibrant community. They achieve well and their personal development and well-being are excellent. The promotion of community cohesion is exceptional at the local, national and international levels. Uphall's recent 'Edwardian Week' centenary celebrations, for example, focused on developing pupils' understanding of what it means to be British. They learnt first-hand about the school's history from former pupils and staff.

Outstanding links with a very wide range of organisations promote pupils' well-being. This includes links with local shopkeepers who support successful family social events. Most parents are positive about the school's work and typically say, 'The team at the school is very helpful and understanding. They take on board suggestions and concerns well, especially the headteacher'.

The headteacher has led and managed the school very effectively during a period of change. She is very well supported by her senior leadership team. Other leaders are very clear about what they are trying to achieve but vary in skills and experience and the impact of their work is variable. The issue for improvement identified at the time of the last inspection has been tackled well. Consequently, pupils are now generally positive about the feedback they receive from teachers to help them improve and are clear about what they need to learn to achieve their targets. The governing body is an effective 'critical friend' and provides good continuity and support. All of this means that the school's capacity for improvement is good. Monitoring and evaluation at all levels is thorough and accurate and consequently the school knows its strengths and its priorities for improvement very well. Rigorous analysis of data is carried out in many ways and challenging targets for improvement are set and reviewed regularly. The headteacher meets each teacher termly to check on pupils' progress. Prompt action is taken to remedy underachievement and consequently standards are improving.

Pupils' personal development and well-being are excellent because of very good pastoral care and an effective focus on personal development within the curriculum. Pupils say that they enjoy school, as lessons are 'lots of fun' and because of an exceptional range of after school clubs. Excellent relationships help pupils develop into self-confident, polite individuals. Although a very small proportion of pupils and parents do not agree, inspection evidence indicates that behaviour is good. Pupils are prepared well for the next stage of learning because they are given exceptional opportunities to take on responsibility in teams. For example, Year 6 pupils gave a slide presentation to the local authority on how to keep children safe. Pupils' spiritual, moral, social and cultural development is excellent. They make an excellent contribution to the school community, for example in befriending newcomers. They have an exceptionally good knowledge of healthy lifestyles and are physically active. They understand how to stay safe and know who to talk to if they are worried. Great strides have been made in improving attendance in recent years and it is now broadly average. Most pupils attend regularly; the main reason for absence is pupils' participation in religious festivals.

Pupils achieve well from their often low and varied starting points. Standards are improving at the end of Year 2 and Year 6. In spite of pupils' good progress, however, standards by the end of Year 6 remain below average. School data show that the upward trend has been maintained and pupils are on track to attain at higher levels this year. While pupils who join the school at different times make good progress from often low starting points, this does have a detrimental impact on standards achieved overall. Limited vocabulary is a key factor inhibiting pupils'

progress in a range of subjects. Pupils who have learning difficulties and/or disabilities achieve in line with other pupils because of excellent support by trained staff. They are fully integrated into school life and there is a good focus on the development of life skills, such as handling money effectively. Pupils who are learning English as an additional language are regularly assessed and receive excellent support.

Achievement is good because teaching and learning are good. Where progress in a small minority of classes has been inconsistent, the school is providing challenge and support to improve the quality of teaching and learning. To address variations in standards achieved by different groups of pupils, the school ensures that topics appeal to both boys and girls and to pupils from different ethnic groups and this is having a positive impact on engagement with learning. For example, a local premier league football team works regularly with boys to help them develop their literacy skills. The school is seeking to improve its good curriculum by making it even more creative. Enrichment opportunities, including a wide range of visits to places such as the National Portrait Gallery and the opportunity to learn Spanish, provide interest and enjoyment.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make a good start to school. Their starting points are low for their age, mainly because many children are learning English as an additional language. Generally, their language and social skills are below the levels expected for their age. Very few children have pre-school experience. They settle happily into school because of a strong, nurturing environment and positive links with their parents, which are maintained on a daily basis. The staff team speak several languages and can communicate effectively with parents. Teaching and learning are good. In particular, good visual support is provided for children who are learning English. This means that they are able to engage in their learning well and understand the symbolic feedback that helps them improve their work. Consequently, children achieve well so that, usually, by the time they start Year 1, many have reached the goals expected of them in their personal and physical development. Reading, calculation and creative development, in particular, are still below average. To develop language skills, there is a strong emphasis on talk in role play, the learning of letters and sounds and daily opportunities to learn to read in a group.

The Early Years Foundation Stage is managed well. Regular assessments contribute to each child's record. The school recognises that outdoor provision is not good enough because children cannot move freely from indoors to outdoors and there is no cover to ensure outdoor learning if the weather is bad. Staff care for the children exceptionally well and relationships are very good. Consequently, children's personal development is outstanding and they behave very well. Children learn in groups and also through following their own curiosity. Skills of independence promoted well, for example in activities such as self-registration. There are clear priorities for improvement, including better transition arrangements for Reception children joining Year 1 so that they build more effectively on what they know.

### **What the school should do to improve further**

- Raise standards and achievement by ensuring that every opportunity is taken to develop pupils' vocabulary in all subjects.
- Improve the opportunities for outdoor learning and play in the Early Years Foundation Stage.

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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?	1
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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 learners' needs?</b>	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

## 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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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**

08 June 2009

Dear Pupils

Inspection of Uphall Primary School, Ilford, IG1 2JD

Thank you very much for helping us during the inspection, particularly by talking to us about your school. We were impressed by your friendliness and politeness. Your school is good. Here are some of the best things about it.

- Your headteacher leads your school very well. The staff and governors are working well together to do their best to continue to improve your school.
- Your school works extremely hard to ensure that pupils from different ethnic groups get along well, respecting each other's cultures and religions. You also have opportunities to learn about what it means to be British and about the lives of people living in other parts of the United Kingdom and in other countries.
- You behave well. This means that your classrooms are pleasant places to learn in and you have excellent relationships with adults in school.
- You are making good progress because teaching is usually good.
- Your school has some excellent links with other organisations, which provide interesting opportunities for you to learn. There is an exceptionally good range of after school clubs.
- Children in the Nursery and Reception classes have a good start to school.
- Your parents are very interested in your learning. A large number of them completed the questionnaires and some wrote comments about your school.
- You enjoy a varied and rich curriculum, which gives you opportunities to learn in a fun way and to develop the skills you will need for a successful adult life.
- You are developing very well personally and have an excellent understanding of how to stay healthy. You know how to stay safe and who to talk to if you are worried about anything. You contribute well to your school community, for example as members of the school council.

We have asked your school to improve the outdoor areas for the children in the Nursery and the Reception classes so that they can learn and play outside whatever the weather. We have also asked your school to help you to learn words and their meanings more quickly. This will help you achieve higher standards in all subjects, not only in English.

I would like to send you my best wishes for your future success in whatever you choose to do.

Yours faithfully

Beryl Richmond

Lead Inspector