

Uplands Primary School

Inspection report

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| Unique Reference Number | 109847 |
| Local Authority | Bracknell Forest |
| Inspection number | 325042 |
| Inspection date | 30 June 2009 |
| Reporting inspector | Linda Pickles |

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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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 214 |
| 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 |
| Appropriate authority | The governing body |
| Chair | Mrs Diana Pidgeon OBE |
| Headteacher | Ms Anita Warwick |
| Date of previous school inspection | 15 June 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Albion Road Sandhurst GU47 9BP |
| Telephone number | 01252 873069 |
| Fax number | 01252 871651 |

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|--------------------------|--------------|
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- How much progress do children make during their time at the school?
- What is the quality of teaching and learning throughout the school?
- How well do teachers mark pupils' work and set targets to support pupils' achievement?
- Do senior leaders distribute responsibilities well in the drive to secure further school improvement?

The inspectors gathered evidence by analysing assessment data, scrutinising documentation, and by looking at pupils' work. Observations of lessons and discussions were held with pupils and staff. The responses to the parents' questionnaires were analysed. 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 form, were not justified, and these have been included where appropriate in this report.

Description of the school

Uplands Primary is average in size. The majority of pupils are of White British heritage and live in the local area. The proportion of pupils from minority ethnic groups is average. Within this, most confidently speak English and only a few are at an early stage of speaking English as an additional language. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils who have learning difficulties and/or disabilities is above the national average, as is the proportion of pupils who have a statement of special educational needs. The numbers joining and leaving the school throughout the year are lower than the national average.

There is Nursery provision on site which is run by an external provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Uplands primary provides its pupils with an outstanding education. Pupils' excellent personal and social development is nurtured in an environment based on mutual respect, where children of all ages work and play together safely and harmoniously. Parents think very highly of the school. As one parent said, 'We are extremely happy with every aspect of our children's lives'. The school is extremely safe, staff are very approachable and friendly and all members of staff are very professional. This very strong partnership with parents, along with many other community links, contributes significantly to the high quality of education that pupils receive.

As a result of the dedicated and inspirational leadership of the headteacher the school has gone from strength to strength since the last inspection. Consequently, pupils, including those who have learning difficulties and/or disabilities, reach and often exceed challenging learning targets. By the end of Year 6, achievement is outstanding because pupils make excellent progress to reach standards that are above average.

Outstanding teaching and learning ensure that children build on the good progress they make in the Early Years Foundation Stage. Teaching is of the highest quality and provides lively, well-planned lessons with plenty of challenge. Teachers effectively plan activities which are extremely well matched to pupils' abilities and which secure high levels of engagement. Pupils' enjoyment of their learning is a common feature of all lessons and contributes significantly to their outstanding achievement. Exemplary care, guidance and support ensure that procedures for protecting and safeguarding pupils are fully in place. The school tracks pupils' progress rigorously and appropriate action is taken if learning shows any sign of slowing down. Marking helps pupils to improve their work and they have a clear understanding of their learning targets.

Pupils' personal development and well-being are outstanding. They relate extremely well to one another, and to the adults in school, and they are confident that any concerns will be addressed. As one pupil said, 'Teachers trust us a lot!' Pupils respond very well to this trust, as is shown by their excellent behaviour and above-average attendance. Pupils not only understand the importance of healthy lifestyles, they also adopt healthy practices, as demonstrated by their enthusiastic participation in a wide range of sporting and physical activities and choices of healthy lunches. Pupils know how to stay safe and speak very positively about the peer mentors who help them on the playground. The use of topic-based weeks, such as 'respecting religions' and links with a school in Gambia enhance pupils' excellent spiritual and moral understanding.

The curriculum is outstanding because it is well balanced, suitably adapted for all learners and provides an outstanding programme for personal and social development. Pupils make an excellent contribution to the school and wider communities through the peer mentoring programme, the school council, as 'eco-warriors' supporting the school's sustainable development and raising impressive sums of money for a range of charities. The prospects for pupils' future economic well-being are outstanding because of their clear understanding of rights and responsibilities and high-level functioning skills in literacy, numeracy, and information and communication technology (ICT). Arrangements for safeguarding children, such as vetting staff appointments, are robust and fully meet current government requirements. The school has been awarded the Healthy School Standard (2006-09), Eco School silver award (2009), Rights Respecting School (2007), Activemark (2008) and Investors in People (2008).

The headteacher's relentless commitment to sustained improvement, together with excellent support from the leadership team, has ensured that the school has maintained an ethos of high expectations that pervade all aspects of school life. The headteacher shares out responsibilities very well and this contributes greatly to the way that the school is developing. Leaders and managers at all levels contribute to monitoring and evaluating the school's performance. Leaders and managers monitor and evaluate the impact of action plans for their areas of responsibility, which contribute to the school's outstanding leadership and management. The school's planning for improvement incorporates outcomes for Every Child Matters and impact is measured against clearly defined success criteria. Governors' contribution to the school's success is outstanding because they provide an excellent balance of challenge and support and hold the school to account for its performance at all levels. The school manages its budget extremely well and, as a result, provides excellent value for money. Excellent arrangements to plan and actively promote community cohesion give pupils a very good understanding of different lifestyles, from both a national and a global perspective. Excellent arrangements for equal opportunities ensure all pupils are fully included in every activity. The school has an outstanding capacity for improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's skills when they enter Reception are lower than expected and they make good progress. As a result, standards are in line with what is expected nationally by the end of the Early Years Foundation Stage. Children's overall personal development and well-being are outstanding and they make above expected progress in this aspect of their learning. They readily offer their ideas and respond to challenges in their learning with enthusiasm. Children demonstrate excellent independent skills and play extremely well on their own and with others in a group. The learning and development of children is good. High-quality planning both in and out of doors ensures that children are suitably challenged by the learning environment and engaged in a wide range of activities, including independent access to an interactive whiteboard. Adults are deployed effectively to support children's learning; however, assessment data from observations does not always accurately reflect or record all aspects of the children's development, particularly for personal, social and emotional development and communication, language and literacy. Children understand how to keep themselves safe and the environment is secure, with procedures and practices that are consistently implemented. Positive relationships exist with parents to support their children's learning and this reflects the good leadership.

What the school should do to improve further

- Improve the range of assessments made in Early Years Foundation Stage to reflect children's progress and attainment.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| 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 | 1 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| 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

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

¹Grade 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

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|---|---|
| How good are the overall personal development and well-being of the learners? | 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 | 1 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 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 | 1 |

The quality of provision

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

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| 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 | 1 |
| 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 | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| 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

13 July 2009

Dear Pupils

Inspection of Uplands Primary School, Sandhurst, GU47 9BP

Thank you for making us feel so welcome when we visited your school. We both thoroughly enjoyed our day. You were all so friendly, polite and helpful. We were impressed with your excellent behaviour and the way that you always show respect for everyone and everything. It was good to hear the musicians and your singing during assembly and we enjoyed visiting lessons and talking with you.

We think that lots of things about your school are outstanding.

- The way your headteacher leads the school, helped by staff and governors.
- The teaching in lessons.
- Your behaviour and how you treat each other.
- All the activities and clubs you take part in.

You make excellent progress through the school and reach standards above those usual for your age. You all work very hard and you told us how much you enjoy being at your school and in particular the way in which adults trust you to be sensible. You know lots about how to stay healthy and how to keep yourselves safe and enjoy learning about schools in different parts of the world.

To help your school be even better, I have asked the adults to improve how they check how well children are doing in the Early Years Foundation Stage.

You can help the school to continue to be very successful by continuing to work really hard and coming to school regularly.

Very best wishes for your future.

Yours faithfully

Linda Pickles

Lead Inspector