

# INSPECTION REPORT

## **UPLANDS PRIMARY SCHOOL**

Fareham

LEA area: Hampshire

Unique reference number: 115890

Headteacher: Mr Tony Markham

Reporting inspector: Mrs Sue Chesters  
23196  
Dates of inspection: 9<sup>th</sup> – 10<sup>th</sup> October 2000

Inspection number: 224254

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Morshead Crescent  
Fareham  
Hampshire

Postcode: PO16 7QP

Telephone number: 01329 232878

Fax number: 01329 318777

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Chris Clarke

Date of previous inspection: 16<sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Uplands Primary School is a community school set within the north-west corner of Fareham, Hampshire. It has 295 pupils on roll (151 girls and 144 boys), which is more than most primary schools. This roll is larger than it was at the time of the last inspection. The age range of the pupils is four to eleven. The majority of pupils are of white ethnic origin. One per cent of pupils speaks English as an additional language. This is low, compared with the national average. The percentage (1.9) of pupils registered for free school meals is lower than average. There are 44 pupils (14.6 per cent) on the special educational needs register. This is lower than the national average. Two pupils have statements of special educational needs. Attainment on entry to the school is average. The ethos of the school is well expressed in one of the school's central aims which is that 'each child shall be happy and look back on their education at the school as a pleasurable experience'. The circumstances of the school are similar to those at the time of the last inspection although currently a major building programme is restricting the school's outdoor curriculum.

### **HOW GOOD THE SCHOOL IS**

This is an outstandingly effective school, of which staff, governors and pupils are justifiably proud. It maintains high standards and constantly strives to improve them further. It has dynamic leadership. The headteacher and deputy seek to involve the whole school community in the school's progress. The school has an excellent curriculum. It appeals to the pupils' interests and at the same time challenges them. Since 1997, standards at both key stages have been consistently well above the national average in English, mathematics and science. In the time that they are at the school, the pupils learn rapidly and progress from average attainment levels to those well above. The school achieves these high standards because it is excellently led and managed and because the quality of teaching is very good.

#### **What the school does well**

- It provides an environment in which pupils make rapid progress in their learning and achieve high standards. It does this because:
  - it is excellently led and managed;
  - it has, consistently, very good quality teaching in all key stages and all subjects, and
  - it has an excellent curriculum that is relevant to all pupils and provides excellently for personal development.

#### **What could be improved**

- The standards in information and communication technology - not because they are low but to bring them to the same high standard as other subjects.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made excellent progress since its last inspection. Standards in the core subjects have continued to rise to unprecedented levels. Some pupils are now attaining level 6, in mathematics and science, which is the standard expected of fourteen year olds. The school has addressed, very successfully, all of the issues raised in the report of 1996. All statutory requirements for the delivery of the National Curriculum are now met in all subjects. Child protection procedures are now very good. There is now a daily act of collective worship in all of the key stages. Progress in all subjects is more rapid. Attainment in design and technology and information and communication technology is now higher than it was at the time of the last inspection. The school improvement programme is an extremely efficient working document. It prioritises, very comprehensively, key educational and financial targets. The Governing Body has developed its role of monitoring and evaluating the school's effectiveness very well. It appropriately influences both the school improvement programme and spending decisions. The school has worked hard to develop its curriculum which is now excellent. Subject leaders are fully involved in the work of the school. Assessment procedures are excellent and used most effectively. This ensures that each pupil is challenged to best advantage. There are now many opportunities for pupils to show initiative. They take responsibility and make choices about their own learning.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average learning scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A*	A
Mathematics	A	A*	A*	A*
Science	A	A*	A*	A*

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The above table shows that attainment in the 2000 tests was very high in English, mathematics and science. The school's performance is in the highest 5 per cent nationally. These results are well above average in English, when compared with schools having a similar intake of pupils. Results in mathematics and science are very high and in the top 5 per cent, when compared with similar schools.

In the last two years between 93 and 100 per cent of the pupils at Key Stage 2 reached level 4, the expected level for eleven year olds, in English, mathematics and science. In 1999, 51 per cent of pupils reached the higher level 5 in English, 56 per cent in mathematics and 73 per cent in science. The results in 2000 are higher still in English, mathematics and science. Sixty five per cent of pupils reached level 5 in English and 57 per cent in mathematics. There was an increase to 78 per cent in science, which is well above the national average. In addition 13 per cent of pupils achieved the very high level 6 in science and nine per cent achieved level 6 in mathematics.

At Key Stage 1 in the 2000 national tests and tasks, 95 per cent of pupils reached level 2 in reading and writing and 100 per cent reached level 2 mathematics. This is the expected level for seven year olds. The number of pupils reaching the higher level 3 in all subjects was similarly improved. These standards are well above average in reading, writing and mathematics. When compared with similar schools, these results are also well above average. The teacher assessments of science show 100 per cent of pupils reaching level 2. Thirty eight per cent of pupils reached the higher level 3, which is well above the national average. These are standards well above average when compared with similar schools.

Inspection evidence indicates that current pupils in Year 6 and Year 2 are on course to attain similarly high standards in all core subjects in 2001. Standards are also above average in other subjects, such as music, art and physical education, at the end of both key stages. The school is justifiably pleased with the continued upward trend in standards. It sets very high targets for the pupils who, in fact, exceed them. Over the past three years the pupils have exceeded targets set for them. The upward trend in standards in the core subjects of English, mathematics and science follows the national trend since 1996. The school continues, very successfully, to move pupils from average attainment, when they enter the school in the reception year, to standards well above average by the time they leave the school in Year 6. This is very good progress and shows a rapid rate of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils are enthusiastic about school and take great pride in the work that they produce.
Behaviour, in and out of classrooms	Very good. The pupils are very polite, very trustworthy and behave very well both in lessons and around the school.
Personal development and relationships	Very good. The pupils make very good relationships with adults and other children. They take responsibility for their own actions and learning. They do this most effectively.
Attendance	Very good. The pupils love coming to school and arrive promptly.

The pupils are excited by learning. They strive to produce the best response they can to the challenges set them. They behave very well because they are interested in their work and want to be a part of the ‘buzzy’ atmosphere that the school promotes so well. All pupils are friendly and open. They are not afraid to make mistakes and readily ask for help when they are unsure. The very good relationships, throughout the school, promote positive, constructive and rapid learning.

### TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that the teaching is adequate and strengths outweigh weaknesses.*

The pupils learn happily at this school. One of the reasons for this is because the quality of teaching is consistently very good. One hundred per cent of teaching seen was good or better. Fifty eight per cent was very good and 13 per cent was excellent. The consequences of this very good teaching are very good learning and excellent achievements by the pupils. Teaching, in both literacy and numeracy, ranges from good to excellent. Teachers succeed in making lessons exciting by challenging all groups of pupils most effectively. Key Stage 3 (Year 7 curriculum) teaching challenges the very able pupils most effectively. This helps them to reach the very high standard of level 6 work seen in mathematics and science. They plan very well and organise a very good level of practical activities through which pupils experiment and develop their own ideas imaginatively. Teachers make particularly good use of resources to promote rapid learning. They involve the very good quality support staff most effectively. This keeps the pupils interested in their work and consequently they learn well. Together, staff make a very good team that works very hard to ensure equality of opportunity for all abilities and aptitudes. Teachers do not over-direct the pupils but have the confidence to allow children to explore their own ideas. They intervene at timely moments to move individual pupils forward to the next stage. The very good teaching that the pupils receive is a strength of the school.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is outstandingly rich and varied. It offers very good opportunities to all pupils and is totally relevant to their needs.
Provision for pupils with special educational needs	Very good. The school is quick to recognise and diagnose pupils who have special educational needs. Staff involve outside agencies most appropriately and obtain the best provision available for each pupil.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Very good. All aspects are very well provided. Particularly impressive are the personal and social development of all pupils and the personal achievement time (P.A.T.) when each pupil follows an interest of his own choosing. This promotes independent learning and a love of learning.
How well the school cares for its pupils	Very well. Pupils receive good attention at all times. Teachers keep very good records of pupils’ academic and personal progress.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The school has outstanding leadership and management. The headteacher and deputy have a shared passionate vision that the school will achieve high standards in all that it does. They succeed in leading everyone involved in school life towards this goal, in a dynamic but compassionate way.
How well the governors fulfil their responsibilities	Very well. The Governing Body fulfils all its statutory obligations very efficiently. It is knowledgeable, supportive and acts very effectively as a critical friend of the school.

The school's evaluation of its performance	Excellent. The school monitors and evaluates all its work and acts promptly on its findings to promote further success.
The strategic use of resources	Excellent. Staff use the time available to them particularly well keeping pupils interested and active at all times.

The outstanding leadership was demonstrated most effectively during the inspection. The school is undergoing major building work and daily changes have to be made to routines to ensure the safety of all. These are accomplished with a precision and efficiency that is admirable. This is on top of the day-to-day issues which all schools encounter. The school is exceptionally efficient and it applies the principles of best value, very effectively, to all of its work.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Their children make good progress at school.</li> <li>• Children work hard and the school expects them to do their best.</li> <li>• Teaching is good and staff are approachable.</li> <li>• Children behave well and are developing sensible and mature attitudes.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents do not feel the school provides the right amount of homework.</li> <li>• Some parents do not feel that the school provides them with enough information about their children's progress.</li> <li>• Some parents feel the range of activities outside lessons is insufficient.</li> </ul>

Forty four parents attended the meeting with the registered inspector prior to the inspection and 156 questionnaires were returned. Inspectors fully support parents' positive views about the school. No substantive evidence was found to support the less positive views expressed. The school does all that is reasonable to involve parents in their children's education. It provides detailed written reports at the end of the year as well as parents' evenings each term. Relevant homework is set which supports children's learning in lessons. There is a wide range of activities offered outside of lessons. Currently twenty-six different extra curricular activities are offered to pupils. These involve sport, music and personal achievement tasks.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **It provides an environment in which pupils make rapid progress in their learning and achieve high standards.**

1. The school is a stimulating and exciting place to be, consequently pupils learn rapidly. They achieve very high standards in all that they do and learning is of a very high quality. The pupils love coming to school because they know that the challenges set in lessons will be exciting and fun to do. The school's expectations are very high but the pupils know that if they try hard and do their best, they will succeed very well and their results will be celebrated. Pupils say that they feel valued and are encouraged to do their very best. They say that they like their teachers and want to achieve well in order to please them. They also realise that success brings its own rewards and they feel good about themselves because they work hard. The school encourages these excellent attitudes and the consequence is evident in the very good learning that takes place and in the resulting high standards. All pupils throughout the school make very good progress and achieve highly. This most stimulating of atmospheres is the result of a number of factors that are outlined in the following paragraphs and which all come together to bring success.

#### **It is excellently led and managed.**

2. The school is led and managed outstandingly well. The headteacher has a vision for the success of the school which involves all pupils achieving to the best of their ability, both academically and personally. The deputy headteacher and all staff share that vision and strive to achieve it in all their work. The Governing Body supports the staff with enthusiasm and understanding. This drive for excellence pervades all the work of the school and enthuses everyone, including the pupils. As a result, they work hard and make rapid progress, learning far more and to a higher level, than is seen in the majority of primary schools.
3. The headteacher, supported by a very effective and dynamic deputy headteacher, gives excellent professional leadership. They have an up-beat approach to the day-to-day management of the school and they are an energetic presence around the school. Together, they have earned the respect and commitment of staff, pupils and parents. All work together to ensure that standards remain high and that this very good quality of learning is achieved in a happy, purposeful but relaxed atmosphere.
4. The governors understand, very well, the importance of this philosophy. They are fully involved in all aspects of school life and work very effectively with the headteacher to monitor and evaluate the work of the school. They are very effective in fulfilling their statutory responsibilities and take excellent action to support the school's work, through highly appropriate financial planning. The principles of best value are very appropriately applied to ensure that high standards are maintained. This thirst for excellence is the first and foremost motive for all of the school's work and results in the pupils' outstanding achievements.

#### **It has consistently very good quality teaching in all key stages and all subjects**

5. The quality of teaching is consistently very good and has a direct impact on the quality of the pupils' learning, which is consequently very good. The majority of lessons seen during the inspection were very good; 58 per cent. All teaching was good or better and 13 per cent was excellent. Excellent literacy and numeracy lessons were seen. This very good teaching, which is evident in all subjects, results in the very good quality learning which takes place. All staff contribute to the very good teamwork which contributes to making the teaching so successful.

The learning support assistants give high quality support to teachers and this, together with the consistent approach adopted by all staff, leads to successful learning and very good progress being made by all pupils. Teachers plan lessons meticulously. They carefully target what it is each pupil is to learn in each lesson and they share these objectives with all pupils. This results in the pupils understanding very clearly what they are to do and achieving efficiently.

6. Teachers have good subject knowledge and share their talents with each other, so that the pupils benefit from receiving their combined, good and accurate information. They have very high expectations that pupils will achieve highly and behave very well. Consequently, pupils do reach high standards both academically and personally. The challenges that the teachers set are fun and excite the pupils. Thus pupils are eager to try and subsequently succeed well – sometimes even better than they themselves anticipate. For example, one boy was overheard to say, “I didn’t think I would be able to do that, but it was easy!” The teachers are extremely good at intervening, at just the right moment to move a pupil’s learning forward to the next stage. This shows the teachers’ confidence in their expertise in that they do not over-direct pupils but allow them to think for themselves and make their own decisions. However, they are adept at recognising when pupils are ready for the next stage and move them on accordingly. No pupil stands still or marks time.
7. The headteacher, deputy headteacher and all the subject leaders share their expertise with their colleagues very effectively. They monitor and work alongside each other very sympathetically. They value each other’s work and, consequently, relationships between all adults are excellent. They are exceedingly good role models for the pupils who learn well from their examples. The teachers obviously love teaching and their passion spills over to the pupils, who love learning. Lessons are fun and exciting. Thus pupils enjoy learning and reach high standards of work and play.

**It has an excellent curriculum that is relevant to all pupils and provides excellently for personal development.**

8. The school provides excellent learning opportunities in all subjects. The curriculum is relevant to all pupils and also provides excellently for personal development. The subjects of English, mathematics and science are given a good proportion of school time. The Literacy and Numeracy Strategies have been very effectively implemented and they give clear guidance to teachers and they support their very good teaching in English and mathematics. Extremely good links are made between other subjects to enable pupils to use the skills they learn in one subject to further their knowledge of another. All subjects of the National Curriculum and religious education are taught regularly and to a very good standard.
9. More weighting is given to physical education than is seen in many schools. This is to try to give pupils the chance of a healthy lifestyle, to compensate for the sedentary lifestyle which sometimes exists outside of school. More time is also allocated to art and music than is often given in primary schools, to nurture greater creativity. The high emphasis given to these subjects results in the above average standards achieved by most pupils.
10. However, what makes this school’s curriculum exceptional is the range and quality of opportunities offered to pupils to develop their personal and social skills. For example, the Personal Achievement Time (P.A.T.) gives pupils opportunities to work with each other across key stages and to experience less traditional aspects of the curriculum; such as, gardening, infant tag rugby, fishing, model-making and drama sessions. Pupils express their preferences for an activity and there is the opportunity to practise their interest for a three session block of time. These sessions give pupils the opportunities to try out something new and pupils may well find an interest which will turn out to be a life-time hobby. In addition, it offers them the chance to work

with pupils from other year groups and mix socially with pupils with whom they would not necessarily come into contact on a day-to-day basis. The outcome of this is seen in very mature, sensible and socially-adept pupils and the extremely good relationships that exist throughout the school.

## **Summary**

11. The component parts of the excellent leadership and management, the outstanding curriculum and the consistently very good teaching are all interwoven to produce an environment in which pupils make very good progress and learn rapidly. The three aspects link together and support each other and result in excellent achievement and consistently high standards in all key stages and in all subjects. The school strives to achieve excellence and it succeeds, making this an outstanding school.

## **WHAT COULD BE IMPROVED**

**The standards in information and communication technology, not because they are low, but to bring them to the same high standard as other subjects.**

12. Standards in information and communication technology (ICT) could be improved, not because they are low, but to bring them to the same high standard as other subjects. Pupils at Key Stage 1 and Key Stage 2 achieve good standards and reach, and surpass, the expectations of the age groups. At Key Stage 1, pupils use ICT to generate, amend, organise and present ideas. Key Stage 2 pupils use computers to explore and solve problems, to present their ideas in a variety of forms and to handle and interpret data. They understand well and use technology as a tool in many subjects.
13. However, until recently, the school has not had the equipment nor the skills to explore fully the potential of technology as a tool in everyday work. This has reduced the effectiveness of the teaching and learning in the subject and inhibited the achievement of very high standards. There is a focus on ICT in the school improvement programme which includes increasing equipment as well as targeting further staff training. When finished, the new building will contain three purpose built ICT suites, which will considerably enhance provision for ICT.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

14. The governors and headteacher should;
  - (1) Raise standards in information and communication technology by:  
realising the plan for the development of information and communication technology, identified in the school's existing improvement programme.  
(paragraphs 12 and 13)

## 12. PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	16

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	58	29	0	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		295
Number of full-time pupils eligible for free school meals		7

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		47

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

### *Attendance*

#### **Authorised absence**

	%
School data	3.1
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.02
National comparative data	0.50

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	19	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	19	19	19
	Total	37	39	39
Percentage of pupils at NC level 2 or above	School	93 (95)	100 (95)	100 (95)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	18	19	19
	Total	36	38	38
Percentage of pupils at NC level 2 or above	School	93 (95)	97 (95)	97 (93)
	National	(82)	(86)	(87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	26	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	20
	Girls	26	25	26
	Total	45	45	46
Percentage of pupils at NC level 4 or above	School	98 (93)	98 (96)	100 (100)
	National	(70)	(69)	(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	20
	Girls	24	26	26
	Total	42	46	46
Percentage of pupils at NC level 4 or above	School	91 (84)	100 (93)	100 (100)
	National	(68)	(69)	(75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	251
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	0
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	23
Average class size	29.5

#### **Education support staff: YR –Y6**

Total number of education support staff	6
Total aggregate hours worked per week	143

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	543979
Total expenditure	534411
Expenditure per pupil	1776
Balance brought forward from previous year	21392
Balance carried forward to next year	30960

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out

273

Number of questionnaires returned

156

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	44	6	1	4
My child is making good progress in school.	33	51	6	1	8
Behaviour in the school is good.	26	58	6	3	8
My child gets the right amount of work to do at home.	7	50	17	3	13
The teaching is good.	33	54	5	0	7
I am kept well informed about how my child is getting on.	21	44	24	4	7
I would feel comfortable about approaching the school with questions or a problem.	47	40	6	4	3
The school expects my child to work hard and achieve his or her best.	47	44	3	0	6
The school works closely with parents.	29	50	12	6	3
The school is well led and managed.	38	47	4	3	8
The school is helping my child become mature and responsible.	36	48	3	2	11
The school provides an interesting range of activities outside lessons.	17	33	29	8	12