

Upton Junior School

Edge End Road, Broadstairs, CT10 2AH

Inspection dates 20–21 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. By the end of Key Stage 2, pupils reach standards in reading, writing and mathematics which are significantly above national averages.
- Rapid and sustained progress is made by all groups of pupils. This includes disadvantaged pupils, those with disabilities and pupils who have special educational needs, and demonstrates the school's success in promoting equality of opportunity.
- Teachers prepare lessons with great care and attention to detail, ensuring that pupils are given work at the right level of difficulty. Teachers also make sure that pupils develop the skills and benefit from resources which enable them to improve their work continually.
- The pupils' behaviour is outstanding. Pupils are totally engrossed in, and committed to, their learning. They are extremely kind and considerate towards each other and say they enjoy being at school.
- Pupils have no concerns about their safety in school, or about bullying.
- The headteacher and other senior leaders have very high expectations of both staff and pupils. They display a relentless drive for school improvement which has resulted in outstanding teaching and pupils' achievement rising rapidly.
- The governing body provides strong challenge and support for the school leadership. This has contributed to improvement in all areas of the school since the last inspection.
- School leaders have the overwhelming backing and support of both parents and staff for their clear vision and uncompromising drive to provide the highest quality provision for its pupils.
- Teachers' marking of pupils' work is extremely thorough. It ensures that pupils know exactly what to do to improve their work.
- The school has identified that more can be done to provide greater opportunities for extended writing across different subjects.
- The school runs a broad and exciting curriculum which engages and encourages a love of learning and thirst for knowledge in pupils.
- Pupils benefit from the many stimulating opportunities which the school provides for their spiritual, moral, social and cultural development.

Information about this inspection

- The inspection team observed 24 lessons taught by 21 teachers, of which eight were observed jointly with school leaders. In addition, short visits were made to a number of other lessons, as well as the school's breakfast club. The inspectors also attended two assemblies, listened to pupils read, and examined samples of their work together with school leaders.
- Meetings were held with the headteacher, other members of the senior leadership team, year group and subject leaders, members of the governing body, a representative from the local authority and two groups of pupils.
- The team took into account 138 responses to the online questionnaire, Parent View, and a large number letters from parents. Inspectors also met informally with a number of parents. The inspection team analysed 49 responses to the staff questionnaire.
- Inspectors looked at a number of school documents, including school records relating to pupils' attainment and progress, leaders' own reviews of the school's development and their planning for school improvement.
- Inspectors reviewed records of leaders' monitoring of the quality of teaching and of target-setting for teachers, behaviour and attendance records, and documents relating to the school's safeguarding policies and processes.

Inspection team

Stephen Schwartz, Lead inspector	Additional Inspector
Robin Gaff	Additional Inspector
Gary Rawlings	Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- One fifth of pupils are eligible for the pupil premium (additional government funding for those pupils who are known to be eligible for free school meals or children who are looked after by the local education authority). This is below average.
- The proportion of disabled pupils and those who have special educational needs, just over a fifth, is above the national average.
- The school meets the current government floor standards which set minimum expectations for attainment and progress in reading, writing and mathematics.
- The school provides breakfast and after-school clubs for its own pupils.
- The current headteacher was appointed in September 2010 after the previous inspection.

What does the school need to do to improve further?

- Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum.

Inspection judgements

The leadership and management are outstanding

- Since her appointment, the headteacher has established an ethos summed up by the school's motto, 'One childhood, one chance'. This, together with an uncompromising approach to management, has resulted in rapidly improving standards.
- The headteacher has established a highly capable senior leadership team, which, through leading by example, has secured significant improvements in achievement and the quality of teaching.
- School leaders have a meticulous eye for detail, which has led to a very high standard of provision throughout the school, resulting from measures such as a weekly scrutiny of the quality of work in pupils' books.
- Leaders' monitoring of the quality of teaching is thorough and accurate. The senior leadership team, middle leaders and governors carry out detailed reviews of each year group's learning twice a year. This, coupled with the use of accurate assessment of pupils' attainment, ensures that progress is rapid across the school and that leaders at all levels are aware of how all pupils are achieving.
- This information about the quality of teaching and pupils' achievement is closely tied to target-setting for teachers. Teachers are held to account for meeting their targets, and any pay rises are related to this. Teachers and support staff are managed effectively and high quality training is provided to ensure they can do their jobs to the best of their ability.
- The school has made extremely effective use of the pupil premium for disadvantaged pupils. This has resulted in these pupils making extremely good progress, which is similar to that of others at the school and ahead of all pupils nationally.
- The school has introduced a highly sophisticated system which allows all staff to record, monitor and track pupils' behaviour. This is one of the factors which have led to pupils' behaviour and safety now being outstanding.
- The school provides an innovative and exciting curriculum that fully engages and motivates pupils to learn. The curriculum is enhanced by a wide range of experiences both inside and outside of the school as well as opportunities to excel in technology-related activities, the performing arts and music. Sports provision is extremely strong and as a result pupils have many opportunities to participate and compete in a wide range of activities.
- The school's extremely productive use of the additional primary physical education and sport premium has enabled it to provide an increased range of after-school sports clubs and to develop teachers' skills in teaching physical education. This has resulted in further improvements in skill levels and fitness amongst the pupils.
- The school's promotion of pupils' spiritual, moral, social and cultural development is extremely strong. This is reflected, for example, in pupils' highly positive attitudes to learning and the respect and kindness they show to each other. Pupils' appreciation of other cultures and diversity is very good. The school promotes these aspects extremely well through, for example, trips, visits and assemblies. Pupils from different backgrounds get on extremely well together and there is no trace of any discrimination. In this way, and through clear values, the school prepares pupils very well for life in modern Britain.
- The school actively promotes equality of opportunity and, as a result, all groups of pupils are succeeding. It fosters strong relations with parents and the wider community.
- The local authority holds the school in high regard and has lowered the level of support which it provides. It has enabled the headteacher to mentor new heads in the county and has established a cluster of outstanding regional schools.
- The school makes sure that all safeguarding requirements are met and its thorough approach is highly effective at keeping pupils safe.
- **The governance of the school:**
 - The governance of the school is highly effective because the governors share the same drive and ambition for the school as the senior leadership team. Governors have an accurate picture of the school's strengths and of its performance. They are aware of how the school compares against national indicators. They ensure the leadership of the school is accountable for its performance and set targets which closely match pupils' needs. The governing body has an accurate and well-informed understanding of the quality of teaching through the reviews it carries out. Governors also fully understand what leaders have done to improve teaching and how pay increases for teachers are linked to their achievement of their targets. The robust monitoring processes and uncompromisingly high expectations ensure that underperformance is rare and tackled swiftly. The governors meet formally with pupils and take their views into account when making decisions. They ensure that spending is used

very effectively to improve pupils' achievement, including that of disadvantaged pupils, and enhance their well-being. The governors go out of their way to seek out the views of parents, for example by ensuring that members are available at all school events to which parents are invited. Governors meet regularly with both senior and middle leaders. This enables them to monitor all aspects of the school's performance, and to challenge school leaders to deliver the best possible education for pupils.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are highly engaged and motivated by their learning. As a result, they make rapid progress and achieve extremely well. Pupils take great pride in their work and this is reflected in the quality of presentation in their exercise books. Pupils cooperate together very productively in lessons, and respond quickly to teachers' instructions and requests.
- Pupils are highly punctual in returning to classrooms after breaks and assemblies, resulting in no loss of learning time.
- Pupils say that lessons are hardly ever disrupted by poor behaviour. There have been no fixed-term or permanent exclusions in the last three years.
- Behaviour both inside and outside the school is excellent. This is confirmed both by parents' expressions of their views and by responses to the staff questionnaire.
- The management of behaviour is outstanding. Pupils respond very positively to the school's system, which ensures that parents are updated on a weekly basis on their child's behaviour in school. The system is applied consistently and rigorously across the school. School records show that the behaviour of pupils is outstanding over time and that the very rare incidences of poor behaviour are well managed.
- Pupils' attendance has improved and is now consistently above the national average.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils develop an acute understanding of how to keep themselves safe, for example on the road and when in or close to water. They know how to stay safe online and can identify adults they can talk to if they feel at all unsafe.
- Pupils understand the different forms that bullying can take, such as cyber-bullying and persistent name-calling, and how to deal with them. Pupils say that incidents of bullying are extremely rare and that any untoward behaviour is dealt with appropriately by staff.
- The school is rigorous in making sure that the buildings and grounds are safe for pupils. Thorough checks are made on all staff before they are appointed and on the identity of all visitors to the school.
- Every parent that expressed an opinion on Parent View agreed or strongly agreed that their child felt safe at school.

The quality of teaching

is outstanding

- Teachers plan and carry out lessons that engage and stretch all groups of pupils and consistently enable them to make sustained progress. The quality of teaching is extremely good across all year groups. Challenge is a consistent feature throughout the school. For example, in a mathematics lesson, pupils were encouraged to use their mathematical knowledge and skills through solving well-designed problems and puzzles which made learning both interesting and fun.
- Teachers and teaching assistants use questioning very effectively to check and to develop pupils' understanding. Teachers' extremely secure subject knowledge ensures that any misconceptions are dealt with quickly and effectively. Teachers quickly adapt lesson activities when necessary to make sure that they are always matched very closely to pupils' needs and abilities. This keeps pupils focused and enables them to work to the best of their abilities.
- Additional adults are deployed effectively in giving extra help to pupils who need it. Teaching assistants remind pupils of their targets and help to develop pupils' confidence in their ability to solve problems for themselves. They use well-focused questions to provide an excellent balance of challenge and support.
- Individual targets for pupils are printed and stuck into their books every day. As a result, both teachers and pupils are clear about what needs to be done in order for pupils to make as much progress as

possible. In an English lesson, for example, pupils were able to talk confidently about how their targets helped them to improve and make their writing more sophisticated.

- School leaders have identified the need to enable pupils to develop their writing skills to the highest extent, by giving them even more opportunities to write in more detail about a greater variety of subjects.
- Teachers have placed reading at the heart of the curriculum and well-targeted support ensures that pupils do not fall behind in their reading. As a result, attainment for reading is well above the national average and pupils are enthusiastic and confident readers.
- Pupils' work is marked regularly and to a high standard across the whole school. Marking is used extremely well to set extra challenges, to correct errors and to provide opportunities for pupils to reflect on and consolidate their learning. Pupils are encouraged to respond very regularly to teachers' comments on their work. This helps to ensure that teachers know that pupils have followed their advice, and helps to accelerate pupils' progress.
- Disabled pupils and those who have special educational needs make outstanding progress as a result of highly skilled support staff and close monitoring of pupils' progress. Small-group work for these pupils, in all year groups, is well planned to meet the needs of all pupils so that they make rapid and sustained progress.

The achievement of pupils

is outstanding

- Almost all pupils make at least good progress in reading, writing and mathematics, and many make outstanding progress from their different starting points. The progress of disadvantaged pupils is in line with and sometimes better than that of other pupils within the school and consistently better than other pupils nationally.
- All pupils, including disadvantaged pupils, by the end of Key Stage 2, are attaining higher in reading, writing and mathematics than other pupils nationally. The school has maintained levels of attainment at the end of Key Stage 2 that are significantly higher than national averages over the last few years, although standards in writing have not been quite as high as in other areas.
- The school makes extremely good use of additional funding for disadvantaged pupils. For example, it has funded the employment of extra teachers, which has allowed the school to teach English and mathematics to smaller groups of pupils. This has enabled disadvantaged pupils to receive the support and challenge they need in order to make rapid progress and to close any gaps between their attainment and that of other pupils within the school and other pupils nationally.
- In 2014, the results of disadvantaged pupils in national tests in reading, writing and mathematics at the end of Year 6 indicated that attainment for these pupils were the same as for other pupils in the school for reading and ahead of other pupils nationally for reading, writing and mathematics and that these pupils were two terms behind other pupils in the school for mathematics and one term behind for writing. Gaps in attainment were narrowing. Pupils in Years 3, 4 and 5 are making at least good progress in a wide range of subjects, including geography, music, science and physical education. This is shown by the quality of work in books and the accurate assessment records kept by the school. These records show that achievement across the school is high.
- Disabled pupils and those who have special educational needs are making outstanding progress from their starting points. This is because the support they receive is well planned, and is closely monitored by senior leaders.
- The proportion of the most able pupils who reach the highest levels in reading, writing and mathematics is significantly higher than the national average. This is because these pupils are receiving teaching of the highest quality on a daily basis, and benefit from tasks which are specifically aimed at stretching them as fully as possible.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118489
Local authority	Kent
Inspection number	448813

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	519
Appropriate authority	The governing body
Chair	Mr Robin Curtis
Headteacher	Mrs Michaela Lewis
Date of previous school inspection	30 June–1 July 2010
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