

Jubilee Park Primary School

Inspection report

Unique Reference Number	103916
Local Authority	Sandwell
Inspection number	286807
Inspection dates	14–15 March 2007
Reporting inspector	David Clegg

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

The inspection of the day care was carried out under the Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	223
Day care	60
Appropriate authority	The governing body
Chair	Stanley Weston
Headteacher	Heidi Conner
Date of previous school inspection	24 February 2003
Date of previous day care inspection	1 January 1900
School address	Highfield Road Tipton DY4 0QS
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average size school that serves a severely disadvantaged area. There is an above average proportion of pupils eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is also above average. When children enter the Nursery, their level of skills is well below that usually found. The school provides care facilities both before and after school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a satisfactory education and good leadership and management is ensuring that it is on an upward trend. The headteacher, working very closely with senior managers, has put in place regular and rigorous procedures to track the progress of pupils and check on the quality of lessons. This has enabled the school to recognise its strengths and weaknesses very well. It has been effective in putting in place measures to address the high level of underachievement that has existed in the past. As yet, these measures have not had time to impact fully on improving standards but there is clear evidence that pupils' achievements are improving.

Achievement overall is satisfactory and, whilst provision in the Foundation Stage is satisfactory, only a minority of children who begin Year 1 have attained the expected levels. Standards in English, mathematics and science are exceptionally low consequentially pupils are not being adequately prepared for the next stage of their education. Many pupils are striving to make up lost ground because of significant disruptions to teaching which adversely affected the results in national tests in 2006. Also, the quality of teaching at that time did not enable pupils to make the progress they should. Both these factors have been, and continue to be, tackled in a robust manner which is resulting in significant improvements. The rate of pupils' progress in acquiring basic literacy and numeracy skills is now often much better than expected, particularly in Reception and Years 2, 5 and 6, although it is satisfactory in other year groups. Attendance figures have shown a dramatic improvement over the past 12 months and are now satisfactory, and this has had a positive effect on pupils' achievements.

Any underperformance is challenged within an atmosphere of support and guidance. Satisfactory teaching and learning, allied to a sound curriculum that is increasingly meeting the needs of pupils, ensure that pupils are now making the progress they should. The proportion of good teaching is increasing as the measures to improve teaching are taking effect. Occasionally, higher attaining pupils are not quite stretched as much as they could be because the work they are given is a little too easy and this hinders their progress.

Pupils' personal development is good. Pupils are well behaved, attentive and generally work hard in lessons. They enjoy school and like the way they are treated, commenting that the adults 'treat us fairly'. They feel involved in the life of the school. Pupils are particularly animated about the work of the school council which they see as making a real difference to the school. Pupils are also very positive about the good level of care, support and guidance they receive. They feel safe and secure and well looked after. Pupils know that the school is very actively encouraging them to lead healthy lives. They appreciate the steps taken to do this, as one Year 6 pupil commented, 'without the chocolate and the sweets we are starting to work better'. Although pupils have many of the personal attributes that equip them for the next stage in life, their weak basic skills means that they are not fully prepared to take full advantage of the next stage of education.

What the school should do to improve further

- Raise standards in English, mathematics and science to much closer to the national averages.
- Make sure that the more able pupils are sufficiently stretched in all lessons.

Achievement and standards

Grade: 3

The standards reached by pupils by Year 6 are exceptionally low. However, pupils make satisfactory progress and achievements are satisfactory overall.

Children enter the Nursery with very weak skills, particularly in personal and social development and communication, language and literacy. They make a steady start in the Foundation Stage, although when they start Year 1 their skills remain below those often found, especially in communication and language. Current rates of progress in Years 1 and 2 are satisfactory. In Years 3 to 6, progress varies. It is satisfactory in Years 3 and 4 but, until very recently, it was inadequate in Year 4. The rate of progress in Years 5 and 6 is good. The school's targets for both 2007 and 2008 show the school's commitment to improving standards from the very low results of 2006. Currently, pupils are not quite on track to meet these challenging targets, although they are in a position to do a little better than those in the previous year.

The support provided for pupils with learning difficulties and disabilities has been strengthened and these pupils are now making satisfactory progress.

Personal development and well-being

Grade: 2

The high priority given to ensuring pupils' good personal development is reflected in their good behaviour and happy dispositions. Their spiritual, moral, social and cultural development is good. Pupils have a good grasp of right and wrong and develop and sustain worthwhile relationships with each other and with adults. They have a good feel for cultural diversity through work on festivals and in art. Pupils' enthusiasm for school, and all that it offers them, contributes to the tangibly buoyant atmosphere that pervades the school. They make a constructive contribution to the school through, for example, becoming playground buddies or school councillors. The school is an inclusive one and the strong thread of personal development applies to all pupils, including those who need a significant degree of support and guidance. Although pupils have many of the personal attributes that equip them for the next stage in life, their weak basic skills means that they are not fully prepared to take full advantage of the next stage of education.

Quality of provision

Teaching and learning

Grade: 3

The leadership and management have pursued higher standards through working on improving teaching. Over the past 15 months, weak teaching has been challenged and largely eradicated. Lessons are more sharply focused because recently introduced procedures give teachers very good information about what pupils know and what they need to learn next. This means that lessons generally meet the needs of pupils of different abilities although this is not always wholly successful. Occasionally, the more able pupils are not sufficiently stretched and this hinders their progress. There are good relationships in all classes because teachers manage pupils very well. They successfully utilise a range of strategies to praise and encourage pupils that underpins the school's efforts to encourage pupils' self-esteem.

Marking is generally well done and pupils know what they are trying to achieve because teachers make it very clear to them at the start of lessons. They set pupils a clear range of targets that include both what they must achieve and what they could achieve. This motivates pupils to work hard.

Curriculum and other activities

Grade: 3

The school has made a number of recent changes to the curriculum which, together with the improved teaching, is starting to raise the rate of progress. There is now a strong emphasis on basic literacy and numeracy. For example, a number of programmes have been put in place that are beginning to accelerate the acquisition of early literacy skills. There is also work to improve the transition between Reception and Year 1 and the school makes full use of the national intervention programmes to support pupils who are underachieving.

There is a good range of activities that supplement lessons. Visitors and educational visits, including residential visits, are used well to widen pupils' horizons and there is a good range of extra-curricular activities.

Care, guidance and support

Grade: 2

The school has a number of effective support systems that help to ensure pupils' well-being, safety and security. The support for the most vulnerable pupils is particularly good and contributes significantly to their successful inclusion in the life of the school. The work of the learning mentor is instrumental in making school life pleasurable and worthwhile for pupils, especially those who need extra care and support. The procedures to ensure children are protected are up to date and secure. The relentless drive to improve attendance has paid dividends. Rewarding good attendance and constant reminders to parents about the importance of sending their children to school has resulted in much better attendance figures.

The procedures to track pupils' progress are generally efficient and effective. These procedures are a key factor in the improving rates of pupils' progress. Pupils know exactly what they have to learn and pupils' progress is monitored very carefully. They get useful and helpful feedback that spurs them on.

Leadership and management

Grade: 2

Good leadership and management are ensuring that the school is improving at a rapid pace. There is a strong sense of purpose, backed by real drive and energy that emanates from the headteacher and is shared by other senior managers. Improvements are well planned, thoughtfully prepared and keenly evaluated to ensure that initiatives bring about improvements. Hence, the school generates, analyses and uses data from assessments to drive the next steps in the improvement process. This, combined with the speed of reform and improvement, gives the school a good capacity to improve. The support provided by the local authority has also been key to the school's upturn. A programme of intensive support has been well received and managed by the school to ensure that benefits are maximised.

Leaders and managers have been bold and resolute in dealing with any aspect of provision that is likely to perpetuate underachievement. This is resulting in improved teaching and better rates of progress, although standards remain low.

The governing body does a good job. It fulfils its responsibilities and is knowledgeable about what the school is achieving and what needs to be improved. It has provided the school with steadfast support in bringing about the required improvements to date.

Effectiveness of registered day care

Grade: 3

Jubilee Park Primary School Extra Time Club and Good Grub Morning Club provide a satisfactory standard of care for all its users. It has made a good start and overall children's needs are met. Children are safeguarded because staff are well qualified and knowledgeable in the care of young people and all have been checked and judged to be suitable to work with young children in accordance with government legislation. There is a good amount of space and the premises are bright and airy but limited soft seating and quiet area limits children's ability to relax. The club is soundly organised, led and managed. For example, the required documentation is in place, attendance and departure registers are rigorously maintained, and routine risk assessments are carried out adequately. Day-to-day communication with parents is adequate in keeping them informed of their child's well-being but the complaints policy does not include the latest recommended information for parents. Routines are established and staff have consistently high expectations of behaviour and so an orderly and safe environment exists. Nevertheless, at times, this creates an atmosphere that is too similar to a classroom environment and impedes children's ability to develop self-discipline. A good range and quantity of quality food and drink is provided but children are not always required to wash their hands before eating to minimise the risk of infection and help them understand good hygiene practices. Children's independence is limited because snacks are fully prepared for them. A sound range of activities is provided and suitable play equipment is on offer but opportunities for physical play are limited and this restricts children's physical well-being and development. Supervision is good at all times and staff are interested in and kind towards the children they care for. Hence, there are good relationships between children and adults and so children feel well cared for, fairly treated, comfortable and secure. As a result of all of this, the majority of children attend simply because they enjoy it and not because of parental work or study commitment. One child commented that he loves coming to the club 'because it ain't boring like it is at home'.

Since registration, there have been no complaints about the registered day care that required Ofsted or the school to take action so that the day care continued to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

Recommendations or actions to improve the registered day care

- Ensure staff are informed and aware of the importance of good hygiene practice and promote greater vigilance by ensuring children wash their hands before they eat finger food.
- Ensure planning provides regular opportunities for children to engage in physical play to better promote their physical well-being and development, and further promote independence and self-discipline by allowing children to prepare their own food where appropriate and have a greater involvement in decision making.

- Ensure soft seating and a quiet area are provided so as to add to children's enjoyment and emotional well-being.
- Ensure that the complaints policy includes all the required information for parents.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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 behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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 performance is monitored, evaluated and improved to meet challenging targets	2
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	3
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

The effectiveness of the registered day care

The quality and standards of the registered day care	3
How effective is the day care in helping children to be healthy?	3
How effective is the day care in protecting children and helping them to stay safe?	3
How effective is the day care in helping children to achieve and enjoy their learning?	3
How effective is the day care in helping children to make a positive contribution?	3
How effectively is the day care organised?	3
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	NA
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	No

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

Thank you very much for welcoming us to your school recently. We enjoyed the two days we spent with you and are particularly grateful to the pupils from Years 2, 4 and 6 who talked to us about the school. Your school is providing you with a satisfactory education and there are a number of things that it does well.

Most of you are making steady progress but there are some children who could do much better and reach much higher standards than you are at present. However, good care is taken of you and that is one of the reasons that you all seem to like school so much. Your lessons are interesting and the school provides a satisfactory range of activities that generally are at the right level to help you to learn. I know you are particularly pleased with the targets you have and that you think these are also helping you to do better.

We have asked the school to do one thing to make sure that things keep improving.

- Help you to reach higher standards, especially in English, mathematics and science.

Once again, thank you for your help. I wish you all the very best in your future education.