

Joseph Turner Primary School

Inspection report

Unique Reference Number	103970
Local Authority	Sandwell
Inspection number	355498
Inspection dates	2–3 March 2011
Reporting inspector	Martin Pye

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	David Webb
Headteacher	Julia Spittle
Date of previous school inspection	25 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons and observed 15 teachers. The inspectors held discussions with members of the governing body, the headteacher, senior leaders and other staff, a group of pupils and the School Improvement Partner. They looked at a range of other information, including documentation relating to self-evaluation, school development and safeguarding, data showing progress made by pupils and samples of their work. Questionnaires returned by 158 parents and carers, 100 pupils and 49 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality and consistency of teaching and learning across the school.
- How well assessment information is used to inform planning and assist learning in lessons, especially for the more-able pupils.
- The impact of actions taken by the school leaders and managers to improve pupils' progress and attainment across the curriculum and throughout the school.
- The steps the school has taken to broaden pupils' national and international awareness.

Information about the school

Joseph Turner Primary is larger than most primary schools and the majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. An above average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils with a statement of special educational needs is below that found in most schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Joseph Turner Primary is a good and improving school. It is a welcoming place where pupils are nurtured. It already has several outstanding aspects such as its procedures for keeping pupils safe, the excellent care, guidance and support it provides for pupils and its links with parents and carers. Strong partnerships with external agencies and a caring ethos ensure that all pupils, especially the most vulnerable, are very well looked after, and feel valued and safe. The many positive comments during the inspection are indicative of the high level of confidence that parents, carers and pupils have in the school, with one parent saying, 'My child is always eager to come to school and sees every day as an adventure.'

Pupils are well mannered, behave well and make a good contribution to school and community life. They show understanding of the importance of a healthy lifestyle and respond well to the school's efforts to prepare them for future life. Local links are strong although pupils' understanding of how others live in different parts of the country, and in other countries, is limited.

An increase in the proportion of good teaching and recent improvements to the curriculum mean that pupils are now making good progress in English and mathematics. As a result, attainment at the end of Key Stage 2 has risen over the past three years to be broadly average. While attainment in science for pupils currently in the school is average, progress in science is more uneven across the school with pupils making more rapid progress in Year 5 and 6 than in earlier years. This is because approaches to the teaching and assessment of science are not consistent in every class.

Most teaching is good. In lessons which involve practical activities that allow pupils to discuss and work together, time is used well. Imaginative lesson planning keeps pupils motivated and engaged. Good quality marking in books and opportunities for pupils to reflect on, and evaluate, their own learning, help them to understand how to improve their work. However, in a few lessons, pupils have to sit and listen to the teacher for too long. Consequently, they do not get enough time to work independently, and this slows their progress. Occasionally, available assessment information is not used well enough to adjust teaching to meet the needs of the more-able pupils. This means that these pupils do not always make as much progress in lessons as they could.

The school's leaders and managers have worked together exceptionally well to bring about improvements since the last inspection. However, while there is pride in what has already been achieved, there is no sense of complacency. School leaders are determined to improve pupils' educational experiences and are uncompromising in their efforts to achieve this. An improved tracking system is helping all leaders check carefully on pupils' progress. Pupils who are falling behind with their work are identified early and support provided. Rigorous monitoring of teaching means that good practice is identified and

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shared. Regular meetings between leaders and teachers have heightened teachers' accountability for pupils' progress. This has created a strong sense of teamwork within a climate of high expectations. Consequently, the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is all consistently good or better by:
 - increasing the time and opportunity for pupils to work independently and in small groups
 - ensuring that work given to the more-able pupils is always well matched to their capabilities.
- Raise attainment in science by:
 - improving the quality of planning so that skills are taught systematically in each year group
 - making sure that ongoing assessment information is used to adjust teaching in lessons to meet the needs of all pupils
 - providing more opportunities for pupils to work together on practical tasks.
- Improve pupils' understanding of the different groups of people that live in Britain and around the world.

Outcomes for individuals and groups of pupils

2

Children enter school with skills and knowledge that are well below those of most children nationally, especially in language and communication skills. They make good progress in the Nursery and Reception classes due to good teaching and learning. Particularly good gains are made in improving their personal, social and language skills. Leaders have successfully ensured that all groups of pupils, including those with special educational needs and/or disabilities, proceed to make good progress as they move through the school. As a result, by the end of Key Stage 2, pupils reach average standards in English, mathematics and science.

In lessons seen by inspectors, the progress made by pupils shows strong evidence of improvement, especially in English and mathematics. This is clearly demonstrated by the work in pupils' books and the outcomes of the school's most recent assessments. Occasionally, work is not well matched to the capabilities of the most-able pupils and consequently, in a few lessons, the work given to these pupils does not provide sufficient challenge. Progress in science lags behind the stronger progress of English and mathematics. This is because assessment in science is not yet consistent across the school meaning that lessons do not always build securely on prior learning. This slows progress for pupils in some year groups and limits the level of challenge provided for the more-able.

In lessons and around school, pupils behave well. They cooperate with each other and are polite and courteous. Pupils show a good understanding of right and wrong and take an interest in other people's feelings and beliefs. They say that they feel safe and happy because 'the teachers at Joseph Turner are kind and make learning fun.' They are proud

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of their school and take an active part in shaping the curriculum and their learning environment. For example, older pupils helped to design a shared working space and, across the school, pupils talk with enthusiasm about their imaginative homework projects. They make a good contribution to school life taking on roles such as playground buddies or 'Eco Owls.' Involvement in the 'Keep Tipton Tidy' project helps to develop pupils' sense of social responsibility. The work of the pupil-led Healthy School Committee increases pupils' understanding of the importance of regular exercise and a balanced diet.

Attendance rates have recently improved and are now above average. This is largely due to the effective steps taken to encourage pupils to come to school every day. A combination of good communication with parents and carers, the work of the parent-support adviser, rewards given to pupils in school and increasingly better lessons, have all contributed to this improvement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most teaching is good and lessons are well planned. The best teaching involves purposeful activities that allow pupils to work together and apply their skills in order to solve problems. For example, in an outstanding maths lesson, pupils had to measure out liquids and calculate quantities as part of a problem solving activity. This required them to collaborate, pose questions and make decisions. Skilful teacher questioning challenged them to explain their thinking and reflect on their learning. Consequently, pupils made

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excellent progress. However, in some lessons, the teacher talks for too long and this reduces the time available for pupils to practise skills and to work independently. At other times, the work given to the more-able pupils does not offer sufficient challenge and this limits their progress.

Work in books is marked regularly and pupils are provided with useful feedback and guidance about how they can improve their work. The school has detailed information about attainment and has rigorous systems for tracking pupils' progress. Consequently, the targeted support for pupils who find learning difficult is effective in meeting their needs. In addition, high quality nurture provision helps to support the more vulnerable pupils; building their self esteem and helping them to feel included in all aspects of school life.

The curriculum has recently been reviewed to become more 'child-led.' Meaningful links between subjects make learning more interesting and enjoyable for pupils and provide opportunity for them to use and apply their skills. The colourful and eye-catching displays of work around the school demonstrate the enthusiasm that pupils have for learning. The strong partnership with parents and carers means that they receive helpful information about the curriculum. During the inspection, a curriculum celebration event, an art master-class and a workshop about the Great Fire of London were all well attended by parents and carers keen to support the school's work. Links with the local high school increase the range of experiences on offer to older pupils and a series of educational visits enriches learning across the school. After-school and lunchtime clubs cater to a wide range of interests and are well attended.

The high quality of the school's work with families and the care and support given to pupils is a significant strength of the school. Trusting relationships, together with an informed concern for the welfare of each individual means that the care, guidance and support provided by the school is outstanding.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong and clear-sighted leadership and management are at the heart of the school's continual drive for improvement. The headteacher has built a strong team that check the school's performance rigorously, offer constructive advice and hold staff to account very well. Success is recognised and celebrated and any underperformance is challenged.

There are effective procedures in place to help staff share, and learn from, existing good practice. Teamwork built around a culture of challenge and support has created a climate

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of high expectation and a strong sense of shared purpose. As a result, staff morale is high, the majority of teaching is good and pupils' progress is accelerating. The school's commitment to equal opportunities is demonstrated by the detailed knowledge that staff have of all the pupils and in the way this information is used to set ambitious targets for their future achievement.

The governing body fulfils all statutory requirements. It holds the school to account; evaluating the impact of its work and bringing an informed level of challenge and support to school development planning. The excellent risk assessment systems, underpinned by the high quality care and attention given to pupils, make a significant contribution to the school's outstanding safeguarding procedures.

The school is a cohesive community and links with local communities are well developed. However, the plan for promoting community cohesion is not yet fully implemented and opportunities for pupils to learn about the diverse range of communities in Britain and globally are not extensive enough.

The school has very positive relationships with parents and carers, who are provided with good quality information about school life and their children's welfare. They have many opportunities to visit the school and clearly appreciate the steps taken by the school to keep them informed and involved. The school employs an effective mix of formal and informal methods to canvass parents' and carers' views, and values their responses.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The strong induction procedures and caring staff help children to settle quickly into the daily routines and they are soon making good progress. This is because the Early Years Foundation Stage leader and the team have created an exciting learning environment and

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have effective systems for monitoring and tracking children's achievements, with good use being made of observational notes and photographs. Well planned activities mean that children are able to make choices and this helps them to develop independence. The 'Family Group' activities are effective in building children's social and communication skills and 'Forest School' activities help children to make decisions and solve problems. There is a balance between adult-directed and child-initiated learning and all sessions are imaginative and lively. As a result, children are happy, enjoy their learning and relationships are good. The developing outdoor area already provides plenty of opportunity for children to collaborate and engage in role-play. Adults work well together and give children plenty of encouragement and praise. This supports the children's development and promotes good behaviour. The adults in charge of the Early Years Foundation Stage have a good understanding of the welfare requirements and ensure that the children are well cared for. Risk assessments are robust and safeguarding requirements are fully met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost half of all parents and carers responded to the questionnaire, which is more than in most schools. The vast majority of the parents and carers who responded, or who talked to the inspectors, expressed very positive views about the school. Parents and carers particularly commented on the approachability of staff, the interesting curriculum and the high quality care provided by the school.

A very small number of parents and carers raised individual concerns in their written comments. These included concerns about bullying, a lack of after-school activities and the school's work to improve attendance.

The inspection found no evidence of bullying or poor behaviour and also found that the school provides a wide range of after-school clubs. The inspection findings recognised the positive impact of the school's good efforts to improve attendance.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Joseph Turner Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 158 completed questionnaires by the end of the on-site inspection. In total, there are 351 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	70	44	28	2	1	0	0
The school keeps my child safe	108	68	48	30	1	1	0	0
My school informs me about my child's progress	107	68	49	31	1	1	0	0
My child is making enough progress at this school	98	62	52	33	2	1	0	0
The teaching is good at this school	99	63	57	36	0	0	0	0
The school helps me to support my child's learning	95	60	58	37	2	1	0	0
The school helps my child to have a healthy lifestyle	73	46	81	51	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	70	44	75	47	4	3	0	0
The school meets my child's particular needs	85	54	64	41	3	2	0	0
The school deals effectively with unacceptable behaviour	61	39	83	53	4	3	2	1
The school takes account of my suggestions and concerns	66	42	82	52	8	5	0	0
The school is led and managed effectively	80	51	65	41	7	4	0	0
Overall, I am happy with my child's experience at this school	110	70	44	28	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 March 2011

Dear Pupils,

Inspection of Joseph Turner Primary School, Tipton, DY4 0RN

Thank you for your welcome when I inspected your school with two other inspectors. We very much enjoyed our visit. Thank you for telling us about your work and all the other things you do at school.

During our visit we noticed that the staff care for you exceptionally well and this means you like coming to school and feel safe. Most of you make good progress and achieve well. We were pleased to see how well the school staff work together in order to make your lessons interesting and to provide extra help if you need it.

Your headteacher and staff know how well your school is doing and how to improve it in the future. It is a good school and, with your help, it can become even better. Your teachers will try to make sure that you learn as much as you can in every lesson, and especially in science, right through the school. These improvements will help you to make faster progress in all subjects and achieve even better results by the time you leave. We would also like you to learn more about the different people who live in Britain and around the world.

Thank you again and my best wishes for the future.

Yours sincerely

Martin Pye

Lead Inspector

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