

Jubilee Primary School

Inspection report

Unique Reference Number	133662
Local Authority	Lambeth
Inspection number	360558
Inspection dates	16–17 March 2011
Reporting inspector	Stephen Dennett

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	454
Appropriate authority	The governing body
Chair	Nick Toms
Headteacher	Nick Hague
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons, observed 15 teachers and held meetings with members of the governing body, staff and groups of pupils. Talks were held informally with parents and carers before the start of the school day. The inspectors observed the school's work, and looked at policies, pupils' books and evidence of the monitoring of teaching and learning. They analysed questionnaires from 100 pupils, 33 staff and 53 parents and carers. The school's safeguarding procedures were also evaluated.

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

- The extent to which the improvements in the quality of teaching and learning noted in the school's self-evaluation and monitoring visits have improved outcomes for pupils, especially their attainment in literacy and numeracy.
- Whether teaching is sufficiently challenging to enable all groups of pupils to reach their potential.
- How effectively assessment information is used to inform pupils of their performance and to develop their ability to assess their own and others' work.
- The effectiveness of the senior leadership team in moving the school forward and tackling the challenges it faces. The effectiveness of the senior leadership team in moving the school forward and tackling the challenges it faces.

Information about the school

Jubilee Primary School is a larger-than-average primary school. There has been a large turnover of staff in the last two years, so many teachers are new to the school. Most pupils are of minority ethnic heritages and around half speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. Families move in and out of the area more frequently than is usual which results in high levels of pupil mobility. The number of pupils currently identified with special educational needs and/or disabilities is broadly average, although the number with a statement of special educational needs is well above average. Pupils' special educational needs include moderate learning difficulties, specific learning needs and behavioural, social and emotional difficulties. The school has specially resourced provision for deaf pupils. Until July 2010, these pupils were catered for in a specialist unit, but this is now closed and deaf pupils are fully integrated into mainstream classes throughout the school.

The governing body runs a newly opened breakfast club and this was included in the inspection. It also runs a children's centre, which was inspected in November 2010 and was therefore not inspected on this occasion. An independently run after-school club uses the school and was not inspected. The Early Years Foundation Stage provision includes a nursery that takes children both full and part time .

The headteacher was appointed in September 2009.

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?

3

The school's capacity for sustained improvement

2

Main findings

Jubilee Primary School is improving rapidly and, although its overall effectiveness is satisfactory, the substantial improvements in the quality of teaching leading to accelerated progress by all groups of pupils and rising attainment throughout the school mean that the school has a good capacity for sustained improvement. The school's self-evaluation procedures are robust and accurate and are based on detailed analysis of pupils' progress and performance. The information gained from detailed half-termly pupils' progress meetings is used effectively to ensure that work is matched accurately to their needs.

The school faces exceptionally challenging circumstances exacerbated by high levels of pupil mobility and a high turnover of staff. Both have had a significant impact on pupils' attainment. Although rising, attainment in English and mathematics in Year 6 remains low. This is because in the 2010 national tests, pupils' attainment was significantly below expectations. However, in lessons seen during the inspection, standards were just below expectations in literacy and numeracy. Until July 2010, many pupils made inadequate progress, but now in all year groups, pupils make satisfactory progress, including those who join the school other than at the usual times and those who speak English as an additional language. Pupils with special educational needs and/or disabilities make at least good progress, and deaf pupils make outstanding progress.

The leadership of the school by the headteacher, senior managers and members of the governing body is good because the concerted actions taken to improve the school have been effective and lead to measurable improvement in outcomes for pupils. Although the school was judged to be satisfactory at the last inspection, there were a number of significant weaknesses, particularly in the quality of teaching at all levels. Monitoring by the local authority, the governing body and senior managers during 2009/10 judged that 60% of teaching was inadequate. This inadequate teaching has now been eliminated and all the teaching seen during the inspection was at least satisfactory, with some good teaching in Years 3 to 6. Robust monitoring, good professional development and effective support from the local authority have resulted in new staff settling in quickly and contributing effectively to the improved quality of teaching. However, support staff are not always deployed as effectively as they could be. Support for groups and individuals is good when they are withdrawn from classes, but too often support assistants are insufficiently proactive in lessons.

Assessment systems have been improved considerably and are used effectively to ensure that pupils are challenged and supported to do their best. Marking is good in English and clearly identifies the next steps pupils need to take in their learning, but is more variable in other subjects. Although pupils are beginning to assess their own work and that of their peers, this is at an early stage of development.

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Considerable improvements have been made in the provision for pupils' care, guidance and support. All pupils say they feel safe in school and those parents and carers who returned questionnaires agree. The good quality of support is demonstrated by the better progress now being made by different groups of pupils. The school has successfully promoted equality of opportunity, so that potentially vulnerable groups of pupils are targeted and supported effectively. For example, deaf pupils have benefited immensely by being included in mainstream classes and, as a result, make rapid progress in both their academic and social development. The school has substantially narrowed the previously wide gap in the performance of boys and girls.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in literacy and numeracy to at least national expectations throughout the school by:
 - improving pupils' handwriting and presentation skills
 - improving opportunities for pupils to apply their numeracy skills in other subjects.
 - improving opportunities for pupils to apply their numeracy skills in other subjects.
- Improve the quality and consistency of teaching and learning throughout the school by ensuring:
 - support staff contribute strongly to pupils' progress in learning in all phases of lessons
 - assessment information is used consistently in all classes and subjects to enable pupils to better understand what they need to do to improve their work and to accurately assess their own performance and that of others.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory. Children enter the school with a low level of skills and knowledge, especially in communication, language and literacy, and personal, social and emotional development. ♦ Although there has been a history of underachievement in the school for the past two years, pupils now make better progress in their lessons. In most literacy lessons in Years 5 and 6, pupils write at length about different 'nonsense' poems and discuss the kinds of words that produce humour. Pupils who speak English as an additional language are supported well by teachers, for example, to help them to understand some of the subtleties of Spike Milligan's humour. Younger pupils in Years 3 and 4 make good progress in numeracy and accurately estimate where mixed numbers such as '4♦' fit on a number line. Pupils in Years 1 and 2 make good gains in learning, especially in reading and numeracy. However, attainment is still low at the end of Year 2 and progress is satisfactory. Pupils' handwriting and presentation skills are not as consistently good as they could be in literacy and numeracy.

The school has been successful in helping different groups of pupils make satisfactory progress, including those who do not speak English as an additional language. The gap in boys' performance, particularly that of Black Africans, has been narrowed considerably. All

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pupils with special educational needs and/or disabilities make good progress, especially those at school action plus on the school's register of special educational needs; deaf pupils make outstanding progress. Pupils known to be eligible for free school meals, who made good progress in 2010, have further accelerated their learning. The school has identified a small group of pupils who are gifted and/or talented and these too make good progress.

Pupils enjoy learning and are keen to come to school, which is demonstrated in the improvements in attendance which is average and punctuality, which is now satisfactory. Pupils' behaviour in classes is generally good, but occasionally there is a background of minor disruption when pupils are not being sufficiently stimulated or monitored. Pupils move around the school in an orderly manner. A majority of pupils have satisfactorily adopted a healthy lifestyle and begin to understand what they need to do to remain healthy. Pupils' contribution to school life and the wider community is satisfactory. Pupils undertake some responsibilities around the school and the school council contributes suggestions about how the school can be improved. Pupils take part enthusiastically in community activities, such as 'Red Nose Day'. Pupils are now more successful in developing the skills they will need for their future economic well-being, especially their information and communication technology skills. Pupils' spiritual understanding is developed well through links with local faith groups and their studies of world religions.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
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	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

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How effective is the provision?

Teachers have good relationships with pupils, which has led to pupils saying they feel safe in school and has increased their enjoyment of lessons. Assessment information is used effectively to set targets for improvement and generally supports pupils' learning well. Marking has improved in English, but is not consistent in all subjects. Pupils are beginning to assess their own learning and that of others by using 'two stars and a wish', but this is at an early stage in some classes.

The curriculum meets the needs of pupils appropriately. It covers the full range of subjects and older pupils learn Spanish. There is a good range of extra-curricular activities, including a homework club. Good use is made of visits and visitors to expand pupils' understanding of the community and the wider world. A strong feature of the enrichment activities provided by the school is the involvement of an arts group, which has led to some very high-quality art work seen displayed around the school. Opportunities for pupils to apply their numeracy skills in different subjects are limited.

Pupils are well cared for and the school is a safe and caring environment. Good links with a range of agencies have ensured that all potentially vulnerable groups are looked after well. The recently introduced breakfast club provides a good service and uptake is increasing. Pupils are supported well in small groups and individually. The support for deaf pupils is very effective and leads to outstanding progress by these pupils. A large majority of pupils think they are well prepared to move on the next phase of their education and most parents and carers support this view.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since his appointment, the headteacher has had a very positive impact on the overall quality of leadership and management of the school. He has built around him a strong group of senior leaders and an effective governing body, all of whom demonstrate high levels of commitment to improvement. This is in the process of being effectively embedded at all levels and results in substantial improvements in provision and outcomes for pupils. There is a sharp focus on raising attainment which, although not fully translated into outcomes for pupils, is nonetheless having a positive effect on rates of progress. Since September, pupils have made nearly double the expected progress in reading, writing and numeracy in all classes. This is the result of a concerted effort to improve the quality of teaching, overall provision and challenging targets. The members of the governing body contribute strongly to the school's capacity for sustained improvement

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through rigorous monitoring, effective support and challenging of the senior leadership team. Members of the governing body monitor regularly parents' and carers' views and these are incorporated into the school's plans for improvement. Although the school works hard to engage with parents and carers, a legacy of low attainment and high staff turnover means there are still some perceptions that it needs to overcome. All safeguarding procedures are in place and the school is a safe and secure environment.

The school has made good use of other partnerships to promote pupils' learning. The local authority has provided good support for the school through regular visits and the provision of training courses. Partnership with a psychologist has improved staff morale and pupils' overall well-being. The school has used several agencies to ensure that all pupils are given equal access to everything on offer, including suitable equipment to enable deaf pupils to hear in classrooms. The arts group has been able to provide good support for pupils' aesthetic development. The school has ensured that barriers to learning have been removed and any discrimination is tackled effectively. As a result, the progress for all groups of pupils is accelerating rapidly.

The school has good links with local residents and promotes community cohesion well at this level by celebrating the various cultures and religions represented. However, the school is at an early stage of developing pupils' understanding of life elsewhere in the United Kingdom and the wider world, so this aspect is satisfactory.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress from their low starting points. Children settle in quickly to the day-to-day life of school and enjoy their learning. They can and do make choices about their activities. The learning environment in both the Nursery and Reception is satisfactory, although it is more stimulating in Reception because more activities are on

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offer. Some teachers are very new to the Nursery and are still developing the provision. Most staff have a secure understanding of Early Years Foundation Stage practice and some interesting activities are planned, such as the exploration of 'real ice'. Ongoing assessments and observations are recorded adequately. Support staff are not always deployed effectively or are alert to behaviour that needs managing or diverting. Relationships with parents and carers are good and they are warmly encouraged to participate in their children's learning. The outdoor play areas have been much improved since the last inspection. There are good links with the children's centre. There have been difficulties with staffing, which have been managed well, and the leaders' action plan shows that there is a secure capacity to improve the provision further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Less than a quarter of parents and carers responded to the Ofsted questionnaire. Almost all are supportive of the school. All say that the school keeps their children safe and that their children enjoy their learning. They all agree that the school keeps them well informed about their child's progress. All parents and carers think the school is well led and have a high regard for the headteacher. One parent or carer commented that the headteacher had a very positive influence on the school. Another said, 'This school is really improving since he came.' A very small minority of parents and carers do not think the school promotes healthy eating sufficiently or that it prepares their children sufficiently for the next phase of their learning. Evidence from the inspection shows that further action could be taken to improve pupils' understanding of healthy living and to prepare them for their future by further raising attainment in literacy and numeracy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jubilee 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 454 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	79	11	21	0	0	0	0
The school keeps my child safe	30	57	22	42	0	0	0	0
My school informs me about my child's progress	36	68	17	32	0	0	0	0
My child is making enough progress at this school	26	49	26	49	1	2	0	0
The teaching is good at this school	27	51	25	47	1	2	0	0
The school helps me to support my child's learning	27	51	24	45	2	4	0	0
The school helps my child to have a healthy lifestyle	19	36	30	57	3	6	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)	14	26	26	49	3	6	0	0
The school meets my child's particular needs	18	34	32	60	1	2	0	0
The school deals effectively with unacceptable behaviour	25	47	25	47	2	4	0	0
The school takes account of my suggestions and concerns	19	36	31	58	2	4	0	0
The school is led and managed effectively	29	55	23	43	0	0	0	0
Overall, I am happy with my child's experience at this school	29	55	23	43	0	0	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.



18 March 2011

Dear Pupils

Inspection of Jubilee Primary School, London SW2 2JE

Thank you for making us welcome at your school. I want to thank those of you who spoke to us, especially members of the school council. You answered our questions well and I can see you enjoy your school.

We think your school is satisfactory, but improving rapidly. There are a number of things that we particularly liked.

- You are all now beginning to make better progress, especially those of you who find learning a bit more difficult.
- You all said you feel safe in school and enjoy your lessons.
- You are cared for well and helped to do your best.
- Your headteacher and the governing body lead the school well to make sure that it gets better all the time.

These are the things we have asked the school to work on. We want them to:

- help you to be even better at literacy and numeracy
- make sure that classroom assistants give you as much support as they can in all parts of lessons
- help you to understand how well you are doing and what you can do to improve your work.

All of you can help by really trying hard to do your best in all lessons, but especially in literacy and numeracy. You can all try and understand what you need to do to improve your work. You can listen carefully to classroom assistants when they are trying to help you. ♦

I wish you all the best for the future.

Yours sincerely

Stephen Dennett

Lead inspector

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