

Jubilee Primary School

Inspection report

Unique Reference Number	101440
Local Authority	Bexley
Inspection number	376564
Inspection dates	4–5 October 2011
Reporting inspector	Kevin Hodge

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	400
Appropriate authority	The governing body
Chair	Peter Woof
Headteacher	Pamela Davies
Date of previous school inspection	13–14 September 2006
School address	Crowden Way Crossway Thamesmead London SE28 8JB
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 18 lessons taught by 13 staff. They observed the school's work, and looked at school documentation, including that relating to safeguarding, and pupils' workbooks; they held discussions with groups of pupils, members of the governing body, including the Chair of the Governing Body, and senior staff. Questionnaires from 73 parents and carers, 45 staff and 120 from pupils were analysed to help inform the inspection process.

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

- How well children in the Early Years Foundation Stage achieve, particularly in their communication, language and number abilities.
- How well older pupils achieve in their writing and mathematical understanding.
- How well the school fosters pupils' personal development, particularly their healthy living.
- Whether senior leaders identify and set effective priorities for improvement.

Information about the school

The school is bigger than average. The Early Years Foundation Stage comprises an on-site Nursery managed by the governing body and two Reception classes. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils known to be eligible for free school meals. Pupils represent a wide range of minority ethnic heritages, and just under half are of Black or Black British African heritage. Significant building work is due to start in January 2012 to update and expand the whole school to two form entry. The school has achieved a number of awards that reflect its commitment in promoting pupils' basic skills, healthy living and environmental awareness.

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

Jubilee is a good school. It develops pupils' personal qualities effectively and fosters harmonious relationships between pupils and adults, whatever their background. Pupils say they really enjoy school because they feel safe, like 'fun learning' and 'get on well' with their classmates.

Children get a good start in the Nursery and Reception classes, where they make good progress in gaining basic reading, language and number skills, although the stimulating indoor environment is not matched by the limited activities and some outdated resources outdoors. The school builds on this secure start so that by the time they reach Year 6 pupils' attainment is broadly average. This represents good achievement, although there are weaknesses in pupils' writing skills, which are hindered by a narrow vocabulary and missed opportunities to practise writing in different subjects. Pupils' calculation skills develop accurately and systematically, although they are not confronted often enough with problems or investigations to apply these skills. Pupils with special educational needs and/or disabilities make good progress in line with their classmates. The school identifies their needs quickly and provides effective support. Pupils whose circumstances make them vulnerable, and those at the early stages of speaking English, also make good progress. They benefit from the work of the learning mentors and the 'dinosaur school', aimed at developing their levels of self-esteem.

Teaching is typically good, although it sometimes varies between classes and year groups. Occasionally, teaching does not foster enough opportunities to develop pupils' writing and information and communication technology (ICT) skills across the otherwise good curriculum. Topics ranging from the 'groovy Greeks' to 'T'riffic Thamesmead' and a range of artistic activities reflect their Artsmark gold award. A wide range of extra-curricular activities helps broaden pupils' horizons. Pupils' good levels of behaviour and positive attitudes to learning mean they enjoy lessons and are reflected in their high attendance. The school helps pupils to develop an excellent understanding of how to keep healthy and keep fit, and many testify to changing their eating habits for the better. This has been recognised in a variety of awards.

The clear direction provided by the headteacher, other senior leaders and members of the governing body underpins the continuing effectiveness of the school. Systems for self-evaluation are usually effective and accurate and include the views of staff, pupils, and parents and carers to gauge success. It has prompted a 'back to basics'

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review to identify further improvements in teaching and in planning, and although this is generally effective, it sometimes focuses too closely on provision rather than its impact on learning. Work to improve the accommodation for the Reception classes, due to start next term, also reflects the senior leaders' desire for further improvement. Members of the governing body, rightly, want to visit more regularly in the coming months to gauge the success of new initiatives. Given that senior leaders have maintained the school's track record of success since its previous inspection and have a good awareness of the key priorities, the school has good capacity to improve further.

What does the school need to do to improve further?

- Raise pupils' attainment in writing and mathematics by:
 - ensuring that they have more opportunities to write across different subjects and areas of learning
 - fostering pupils' wider spoken and written vocabulary
 - developing pupils' abilities to apply their mathematical skills in meaningful investigations and problem-solving activities.
- Ensure that all teaching is at the level of the best by:
 - extending the use of ICT within day-to-day activities
 - planning outdoor activities in the Reception classes that are more enticing for children's learning
 - ensuring that the monitoring of teaching focuses more on how well pupils are learning than how teachers plan or use resources.

Outcomes for individuals and groups of pupils**2**

Given their well below average starting points when they enter the Nursery, pupils achieve well by the time they leave school. This has been a typical pattern for some years, although results dipped in the latest national tests. The school reacted quickly and effectively, and pupils' current work and checks on their progress confirm that they are on track to reach average attainment levels again next year. Pupils feel safe and valued, aided by the school's good promotion of their spiritual, moral, social and cultural development. Pupils say that their views are sought on a range of issues, including their revised code of conduct. Around the school and at playtimes and lunchtimes, behaviour is generally good and reflects the pupils' desire for harmonious relationships. These good attitudes help pupils learn within lessons. Pupils with special educational needs and/or disabilities achieve well, as do those from minority ethnic heritages.

Weaknesses in writing and aspects of number work are starting to be remedied. For example, in a very well taught lesson in a Years 5/6 class, pupils really enjoyed thinking up descriptive phrases and words when their class teacher acted the part of an imaginary and strange old woman who had been struck by lightning. Pupils' numbers skills develop systematically, although they are not as confident in using

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their skills to solve everyday problems. Pupils’ science and ICT skills develop to the expected levels, although pupils do not always extend their use of ICT skills within other subjects. Pupils also enjoy a wide range of activities, such as topics and art work. For example, in a Years 3/4 lesson, pupils enjoyed studying the work of the artist Arcimboldo before embellishing drawings of themselves with pictures of different fruits and vegetables.

Pupils enjoy contributing to their own community, visiting the local health centre or studying their locality. The school council enjoys influencing decisions within the school, and its members say that they would like to do a little more to extend their influence into the local community. Given that pupils have good attitudes to learning, relate well to each other and benefit from ‘enterprise weeks’ to foster their understanding of simple business principles, they are prepared well for their next stages of education and later life.

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	1
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	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

A thematic curriculum has been a feature of the school since the previous inspection. It results in pupils benefiting from a broad range of experiences. Topic-based learning, theme days, and visitors to the school extend pupils’ experiences. ‘Intercultural’ weeks and studies on different parts of the United Kingdom extend their appreciation of the lives of other people. Good teaching helps develop pupils’ willingness to learn, work together and assess their own learning. However, small variations between classes or year groups mean that progress for some occasionally

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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slows. For example, in an otherwise well-taught mathematics lesson, some interesting investigations were not linked closely enough to some relevant or ‘real-life’ applications. Teachers are usually clear in their explanations and question pupils to check their understanding, but sometimes their questions are not open-ended enough to encourage pupils to respond at length. Teachers’ marking is consistently good and the use of simple criteria, so that pupils can judge their success in learning, helps them improve their work. Whole-school assessment routines, which have been revised recently, give class teachers more incisive information about the progress of pupils in their class.

Good care, guidance and support help pupils to feel secure and valued. Pupils whose circumstances make them vulnerable are particularly well served by learning mentors and activities which help ‘bridge the gap’ between home and school. The school also provides a range of services such as mediation, advice and information meetings, such as those aimed at helping parents and carers understand what constitutes a healthy lifestyle. The school identifies pupils with special educational needs and/or disabilities quickly and sensitively, and a good level of adult support both within lessons and within extra teaching groups helps them keep pace with fellow pupils. Links with outside professionals such as the autism service help provide additional guidance and support for staff and pupils.

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	2

How effective are leadership and management?

Senior leaders provide good drive for improvement and are keen to promote high expectations of others. The headteacher has succeeded in developing good levels of teamwork and staff say that morale is high. On occasions, the school’s view of itself is overgenerous. For example, when monitoring teaching, the focus has been too much on the quality of teaching, how teachers plan or use resources in a lesson rather than how well the pupils are learning. Nonetheless, senior leaders have reacted quickly and effectively in remedying weaknesses in pupils’ attainment.

Links with parents, carers and local partnerships are good, typified by the school providing coffee mornings and information meetings, while local secondary schools help support pupils with particular gifts or talents. Members of the governing body visit informally to meet with staff, pupils and to support events. They are planning more formal visits to help gauge the progress of initiatives. The governing body ensures that checks on staff are robust, secure and meet current requirements, and

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has booked some additional training this term. Senior leaders maintain good day-to-day safeguarding, and along with the governing body, are well prepared to ensure that checks on site safety when building works commence in January are given a high profile.

The school promotes equal opportunities well and ensures that pupils have equal access to attend clubs and activities. Staff, the governing body and pupils do not tolerate any form of discrimination and there have been no racial incidents reported. Different groups of pupils achieve equally well and no significant differences were noted in their current work. Pupils’ harmonious relationships, combined with their understanding of their local community and beyond, reflect the school’s good promotion of community cohesion. Topics which look at different cultures represented within the school community help extend their tolerance and understanding of others. Their knowledge of those who reside in contrasting localities within this country is a weaker aspect of their understanding, but annual topics which touch on the differences between countries are helping to raise their awareness.

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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes. They settle quickly and benefit from open mornings and home visits to make their start a positive one. These contacts also enable staff to develop a good understanding of children’s different needs and abilities. Teaching of basic literacy, communication, letter sounds and number is systematic in helping them to improve these key skills, so they are increasingly better prepared to start in Year 1. For example, children had lots to say when trying to chase bubbles in the Nursery, while children in one

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Reception class enjoyed playing 'letter bingo' when trying to identify letter shapes and sounds. Children's number skills are taught both directly and within independent activities such as laying out number lines or identifying numbers on their toy ducks. Other activities nurture children's manipulative skills well, while role-play corners help them act out simple roles and responsibilities. Children enjoy learning outside, but the range and quality of activities and resources are not always exciting or enticing compared to those provided within the classroom, as outdoor resources are looking old and in need of replacement or updating. This means that some children, usually boys, do not always fully engage with the activities available to them. On some occasions, children are left too long so that activities lose their initial impact in promoting their learning. Teachers are acutely aware of children's safety needs and promote hygienic routines effectively before morning snacks or after playing in the sand. The Early Years Foundation Stage is led and managed effectively. Staff have a good understanding of the areas of learning and statutory requirements. They ensure that checks on children are regular and informative so that future activities are 'shaped' specifically to boost weaker areas of children's learning, particularly their language and number work.

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

There was a below average response to the Ofsted questionnaire. However, there had been a high level of response when the school sent out its own parent and carer questionnaires shortly before the inspection, and the views expressed were almost overwhelmingly positive. The very few questionnaires which contained written comments reflected a mixture of positive views and some concerns or areas for improvement. Positive comments highlighted how much parents and carers thought their children liked school. The individual concerns raised were followed up and shared anonymously with the school.

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 73 completed questionnaires by the end of the on-site inspection. In total, there are 400 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	85	8	11	0	0	0	0
The school keeps my child safe	52	71	20	27	0	0	0	0
The school informs me about my child’s progress	47	64	23	32	0	0	0	0
My child is making enough progress at this school	46	63	24	33	0	0	0	0
The teaching is good at this school	45	62	27	37	0	0	0	0
The school helps me to support my child’s learning	47	64	23	32	1	1	0	0
The school helps my child to have a healthy lifestyle	40	55	32	44	0	0	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)	38	52	29	40	1	1	0	0
The school meets my child’s particular needs	35	48	34	47	0	0	0	0
The school deals effectively with unacceptable behaviour	37	51	31	42	1	1	0	0
The school takes account of my suggestions and concerns	33	45	36	49	0	0	0	0
The school is led and managed effectively	51	70	19	26	0	0	0	0
Overall, I am happy with my child’s experience at this school	49	67	23	32	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 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 2010/11 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.



6 October 2011

Dear Pupils

Inspection of Jubilee Primary School, Crossway SE28 8JB

Many thanks for your welcome when we visited your school, and for telling us your views. We find that yours is a good school. Here are some of the things we liked best.

- The Nursery and Reception classes give you a good start to school.
- You make good progress in your learning in most subjects, especially in the important areas of reading, mathematics and science.
- You generally behave well and you told us you enjoy lessons. Your new code of conduct rules look really helpful.
- You all get on well with each other and respect others' views and beliefs.
- Your attendance levels are high – keep it up and well done!
- The school cares for you well, particularly those who find learning hard or who are learning to speak English.
- You are fantastic at knowing about being healthy and keeping fit with exercise, and you feel safe in school.

The headteacher, staff and governors are continuing to find ways of making the school even better. They are aware that, for example, some aspects of your writing and use of information and communication technology (ICT) and number skills could be improved. We have asked them to do the following to help the school improve.

- Give you more help in your writing so it is really interesting to read, and in helping you to apply your number and ICT skills in everyday situations.
- Make all lessons as interesting as possible so you make consistently good progress through the school.
- Improve the outdoor area for the children in the Nursery and Reception classes.

You can help too by keeping up your good behaviour and suggesting your own ideas about how the school can keep improving. I hope the new building work goes well.

Yours sincerely

Kevin Hodge
Lead inspector

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