

Tipton Green Junior School

Manor Road, Tipton, DY4 8TR

Inspection dates 31 October–1 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The majority of pupils make good progress and learn well in many school subjects.
- Since the previous full inspection, pupils' progress has improved and attainment of older pupils is approaching average levels.
- Teaching and learning are almost always good. Some teaching is outstanding.
- Teachers expect pupils to try hard in lessons and behave well and they do so. Carefully planned lessons take account of different needs. Marking is very thorough and shows pupils what to do next.
- Pupils love their new school building and enjoy lessons and other activities. They feel safe because they understand ways of keeping safe and know they can talk to an adult if they have any concerns.
- The headteacher and senior managers convey a clear sense of direction and staff morale is high. Their good leadership and guidance to staff have resulted in steady improvements in teaching and achievement.
- The deeply involved governing body expects much from the school and vigorously holds it to account.

It is not yet an outstanding school because

- In some lessons, learning is not linked to daily experience so pupils cannot see its practical relevance.
- In some lessons, when talking to the whole class, the teacher does not ensure teaching assistants help pupils' learning, so progress slows.

Information about this inspection

- Inspectors observed 10 teachers and 10 lessons, four of which were observed with the headteacher or senior staff. In addition, breakfast club, playtime, a lunchtime break, and an after school club were observed.
- Meetings were held with staff, the Chair of the Governing Body, a representative of the local authority, and two groups of pupils.
- Inspectors heard individual pupils read aloud.
- They took account of 19 responses to the on-line questionnaire (Parent View) and spoke informally to parents and carers collecting their children after school.
- Inspectors observed the school's work, and scrutinised various documents including ones concerning safeguarding, the school's data on pupils' progress, records of behaviour and attendance, and planning and monitoring documents.

Inspection team

Michael Farrell, Lead inspector	Additional Inspector
Jenny Edginton	Additional Inspector
Trevor Neat	Additional Inspector

Full report

Information about this school

- Tipton Green is larger than the average junior school.
- The proportion of pupils from ethnic minority backgrounds has increased in recent years and is above the national average.
- A higher than average proportion of pupils has English as an additional language. Many languages other than English are spoken, mainly Bengali.
- The proportion of pupils supported through school action is similar to that found nationally.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than that found nationally.
- The governing body is responsible for a breakfast club and after school clubs.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress.
- Since the previous full inspection, the school has moved into newly built premises.
- A monitoring inspection in March 2011 judged the school had made good progress in making improvements since the previous full inspection and had a good capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure teachers and teaching assistants use every opportunity to make learning practical and relate it to pupils' everyday experience.
- Make sure teachers see that teaching assistants are contributing to pupils' learning or assessment when the teacher talks to the whole class.

Inspection judgements

The achievement of pupils is good

- Standards at the end of Key Stage 2 represent good progress in relation to pupils' starting points. Attainment in English and mathematics are rising and are now approaching national levels.
- Pupils make good progress in reading, writing, communication and mathematics and apply these skills well in every subject. This, along with their positive attitudes to learning and good behaviour, prepares pupils well for the next stage of education.
- Pupils gain secure knowledge quickly in a range of subjects. Good achievement in physical education is indicated by many sporting trophies. Music includes samba, African and Indian drumming and pupils take part in an orchestra and take music grade examinations.
- Younger pupils achieved well in design and technology making a tropical fruit drink and container. They were excited by the task and developed skills well. Older pupils achieved well in a lesson about story characters and settings, developing speaking and listening skills well using 'talking partners'.
- Observations of teaching and samples of pupils' work show that good progress is made during lessons and throughout the year.
- Pupils read with interest and enjoyment in lessons. Readers at the early stages try hard to sound out words and read with growing confidence. Phonics teaching (looking at the sounds letters make) is well-structured and encourages good progress and enjoyment.
- Different groups including pupils from minority ethnic backgrounds and those having English as an additional language make good progress. Pupils whose circumstances make them vulnerable, achieve well because of focused support and guidance that are carefully monitored.
- Disabled pupils and those with special educational needs make the same good progress as others, because they receive good targeted support as necessary. In lessons, teachers pitch activities at just the right level for them to make good progress.

The quality of teaching is good

- The atmosphere in lessons encourages pupils to learn. Teaching is very predominantly good leading to good progress and achievement over time. Examples of outstanding teaching were also seen.
- Teachers plan lessons carefully to make sure that skills such as literacy and numeracy are developed well across a range of subjects. Reading, writing, communication and mathematics are taught effectively.
- Staff clearly convey high expectations to pupils. Planning is thorough and ensures that activities for groups working at different levels are correctly pitched so pupils understand and improve.

- Teachers use questions in lessons skilfully to search out what pupils do and do not know. They make good use of pupils' responses to change the course of the lesson if necessary. A mixture of questions requiring shorter or longer responses ensures lessons are not slowed down.
- Older pupils applied different multiplication methods well in a lesson that was clearly structured in order to guarantee that all pupils securely learned each step before moving on to the next one. Younger pupils achieved well writing about a hurricane because the well-paced lesson seized their interest.
- Marking in books is especially thorough so pupils can see what they have done right, where they can improve and how to do so. Most pupils know their targets for learning and their levels well, especially for mathematics. Pupils enjoy assessing their own work and that of other pupils and they do this with tact and sensitivity.
- Teachers do not always make sure when they are talking to the whole class that teaching assistants are fully used, for example when assessing which pupils are responding best to the teacher's questions. In a few lessons, the teacher does not always give practical examples of what is being learned and make the work more relevant to everyday life, for example by relating mathematical tasks to shopping or purposeful measuring.
- The teaching of disabled pupils and those with special educational needs is skilful because work is set at the right level to be challenging but ensure good progress and individuals and small groups is well supported.

The behaviour and safety of pupils are good

- In the positive atmosphere, pupils are happy and their attitudes to learning are very positive. Pupils attend lessons punctually and are keen to learn. Attendance is above average and pupils are motivated by the use of weekly attendance targets.
 - The majority of parents and carers who used the Parent View website were positive about their children's behaviour. A minority considered the school did not make sure the children were well behaved. Parents who spoke to an inspector informally after school gave a very positive picture of the school. The inspection team found that behaviour in lessons and around school is generally good, and sometimes excellent.
 - At break times and at lunchtime pupils have plenty of activities which they enjoy. Pupils like the activities and provision at the breakfast club and after school clubs and behave well. Pupils of all ages are polite and show sensitivity to others and have good manners.
 - Pupils enjoy lessons. One pupil, typical of the others, said, 'I like maths and in that I like numeracy.' No disruptions to lessons were seen. Indeed pupils were absorbed.
 - Pupils feel safe in school. They know about different kinds of safety including using the internet. They are aware of different types of bullying such as name calling but state that there is very little. Pupils know that they can go to a member of staff if they have concerns and they will be listened to and something will be done. Parents' and carers' views of safety were positive.
 - Staff manage behaviour well using deserved praise and keeping lessons moving so they hold
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pupils' attention well. Where pupils have particular difficulties with behaviour, support is effective including small group working with skilled teaching assistants.

The leadership and management are good

- Leaders and managers and the governing body convey high aspirations, reflected in the high expectations and high staff morale. Improvements in teaching and achievement since the previous full inspection demonstrate the school is able to continue to improve.
 - The local authority positively supports and monitors the school for example by agreeing attendance targets that form a focus for the school's successful strategies to improve attendance.
 - The school is realistic and accurate in the way it evaluates its own work. This enables it to quickly identify and act on areas for improvement. The school makes good use of external consultants to check that its own assessments of pupils' standards are consistent and accurate.
 - Teachers are very consistent in their approaches to planning their work because the school provides them with clear subject policies supplemented by helpful handbooks.
 - The school promotes equal opportunities well and has ensured that there is no difference in achievement between the different groups in the school. The school encourages good relationships through its ethos and high expectations and tackles any discrimination seriously.
 - Teaching is good because staff are effectively led and guided on how to improve. The leaders are meticulous in managing staff performance and staff are clear about what is expected.
 - Parent View and informal discussions with parents gave a largely positive picture. The school's close and supportive work with parents of children whose circumstances make them vulnerable has strongly enhanced children's well-being.
 - Pupil premium money goes to specific activities including small group and individual support for learning to help ensure targeted pupils make good progress.
 - The well-structured curriculum supports pupils' learning helping ensure all groups enjoy stimulating activities. International aspects of the curriculum, such as music, art and topics effectively stimulate pupils' interest in different cultures
 - **The governance of the school:**
 - provides strong challenge and support. The governing body is productively involved in school life and has contributed well to the improvements in teaching and achievement by close monitoring and conveying expectations of rapid improvement. The content of the weekly meetings between the Chair of the Governing Body and the headteacher is conveyed regularly to the governing body to keep them fully up to date. The governing body effectively holds the school to account for the way in which it spends its pupil premium money by regular checks on the difference the money is making to the progress of disadvantaged pupils.
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What inspection judgements mean

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

School details

Unique reference number	103928
Local authority	Sandwell
Inspection number	400672

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	David Whitehouse
Headteacher	Lawrence Rouse
Date of previous school inspection	17 September 2009
Telephone number	0121 5579242
Fax number	0121 5202393
Email address	headteacher@tiptongreen.sandwell.sch.uk

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