

Jubilee Primary School

Tulse Hill, London SW2 2JE

Inspection dates 13–14 February 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- The quality of teaching is not good enough overall.
- Teachers do not consistently use the school's assessment systems to plan for all pupils in lessons.
- Teachers do not assess pupils' work during lessons and adapt tasks so that pupils fully understand what they have to do.
- There are not enough opportunities for pupils to use and apply their developing reading, writing and mathematical skills across all subjects.
- The monitoring and evaluation of teaching are not well enough coordinated or linked to the progress of pupils, particularly those who are allocated pupil premium funding.
- Pupils' ideas for improving behaviour and reducing incidents in the playground are not used well.
- A minority of pupils cause problems for others in the school and systems are not robust enough to monitor this and prevent it occurring.
- Senior leaders do not always ensure that the progress of pupils is linked to improving teaching, including the salary progression of teachers.
- Governors' visits to the school are not focused closely enough to school improvement priorities and teaching and pupils' progress.

The school has the following strengths:

- The enthusiastic and developing senior and middle leaders are focused well on raising standards in this improving school.
- Marking ensures pupils know what they need to do to improve and, as a result, pupils are progressing more quickly.
- Pupils are making more rapid progress in Key Stage 1, as a result of a focus on phonics, and links to their reading and writing.
- Progress is tracked well across all groups in the school, and regular progress meetings and a range of interventions ensure those pupils beginning to fall behind are picked up early.
- Pupils who are deaf make good progress.
- Relationships between staff and pupils are respectful across all cultures in the school.
- Parents and carers are very supportive of the school.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 20 part lessons, observing most teachers.
- Discussions were held with the headteacher and other leaders and managers, members of the governing body, an officer from the local authority and pupils.
- The inspection team looked at a range of documents, including the school's website, self-evaluation and development plan, minutes of meetings of the governing body and safeguarding arrangements.
- Inspectors looked at pupils' work, and heard pupils from different year groups read.
- Inspectors took account of the views of parents and carers at the beginning and end of the school day, as well as those of the 44 parents and carers who responded to the Ofsted online questionnaire, Parent View.

Inspection team

Jennifer Barker, Lead inspector	Additional inspector
Gillian Coffey	Additional inspector
Roger Thurlbeck	Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school, with two forms of entry.
- The headteacher also leads provision for pupils with hearing impairment throughout the local authority.
- The school no longer has a children's centre, but does provide support as an outreach facility to parents, carers and other settings in the local authority.
- Specially resourced provision for pupils with special educational needs is in place for nine deaf children, who are integrated across the school.
- The proportion of pupils eligible for pupil premium funding, which provides additional resources for looked after children, pupils known to be eligible for free school meals and children of service families, is above average.
- The proportion of pupils from minority ethnic backgrounds is well above average and the proportion who speak English as an additional language is also higher than average.
- No alternative provision is organised for pupils.
- The proportion of disabled pupils and those with special educational needs supported through school action is around the national average, and the proportion of those supported through school action plus or with a statement of special educational needs is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement and enable all pupils to make good progress in reading, writing and mathematics, by ensuring all teaching is good or better through:
 - improving the use of assessment during lessons so that tasks are adapted and pupils are involved in discussions about their learning
 - planning appropriate tasks and activities that move pupils on to their next steps in learning, and ensuring that the most able are effectively challenged
 - ensuring that pupils have opportunities to practise and apply their skills across all subjects so that they extend their reading, develop writing in a range of styles and solve mathematical problems
 - developing the skills of teachers, through working with specialist teachers of the deaf, so that teachers ensure these pupils are fully involved in lessons and have additional visual support.
- Develop systems that involve pupils in improving playground behaviour, and plan opportunities for their personal and social development across the curriculum.
- Ensure that leaders and managers are more sharply focused on monitoring and evaluating the quality of teaching, linked to the progress of pupils, and that visits by governors are focused on school priorities and raising achievement for all pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Many children enter the school in the Early Years Foundation Stage with skills and experiences that are below nationally expected levels and standards at the end of Key Stage 1 were low in 2012.
- Progress is too variable across the school and is not good enough. However, the raised standards for Year 6 leavers last year to national averages across all subjects, with some pupils making good progress in mathematics, indicate that achievement is rising.
- Despite recent improvements, pupils do not have enough opportunities to practise their reading, writing and calculation skills across a range of subjects.
- Phonics (the linking of sounds and letters) is taught with increasing effectiveness and links made between this knowledge and reading and writing, for instance through the use of small whiteboards in lessons, indicate that pupils are making better progress in these areas. Progress seen in books, together with mathematics, indicates that progress is accelerated across Key Stage 1.
- Additional funding for those eligible for the pupil premium is allocated to providing an extra teacher in each year group. Progress for this group of pupils remains variable, and although some make good progress, this variation is linked to the quality of teaching across the school. Nevertheless their average points scores in the 2012 national tests showed a marked improvement on 2011.
- Pupils who are deaf make good progress. This is mainly the result of the specific teaching from the specialist teachers of the deaf, and the good communication developed in lessons. However, class teachers do not always use effective strategies, such as ensuring pupils have visual support for learning, and there are missed opportunities for these pupils to work together with their hearing peers in lessons.
- The learning and progress of disabled pupils and those with special educational needs are similar to others' and sometimes better. Assessment is used well to identify pupils' areas of weakness and a range of additional support and well-targeted programmes, led by support staff, is ensuring that these pupils do not fall behind.
- There is good support for those pupils from minority ethnic backgrounds who are at an early stage of learning English, and as a result some of these pupils make rapid progress.
- The level of support for all groups at risk of underachievement, as well as the teaching of signing to hearing pupils who communicate with deaf pupils, ensures that discrimination is tackled and pupils are given equal opportunities for success.

The quality of teaching

requires improvement

- There is not enough good teaching in this school. Teachers' planning is often too detailed and results in lessons where activities are teacher-led and moved through too quickly. Teachers do not check pupils' learning often enough in lessons. Their use of assessment strategies and questioning is not always effective in clarifying misconceptions and changing tasks so that pupils are able to apply their skills more effectively.
- Teachers do not always use the assessment data available to them to plan for different pupils in the class, so that work is not carefully adapted for those at lower levels and to ensure higher achieving pupils are challenged. Support staff work effectively with groups in lessons, and use additional resources to support pupils' with their work. However, these are not always planned effectively enough, for instance for developing visual support for vocabulary, particularly for those pupils who are deaf, so that they make better progress.
- There are not enough planned opportunities for pupils to use and apply their skills across the curriculum, including the use of information and communication technology (ICT), for instance to read articles and research Victorian instruments in history.
- A whole-school focus on marking, although variable, is developing across the school. Where it is

used effectively, for instance in Years 2 and 6, it is having an impact on the accelerated progress these pupils are making. Teachers' comments are linked to pupils' targets in their target books and as a result pupils are clear about what they have to do to improve, and have opportunities to respond to teachers' marking and correct their mistakes.

- Staff in the Early Years Foundation Stage plan activities that ensure children make progress and develop physical and personal and social skills which are typical for their age. Language, literacy and calculation skills are also improving, although adult interaction to develop language and communication is variable across Nursery and Reception.

The behaviour and safety of pupils

require improvement

- Many pupils expressed concerns that a minority of pupils cause disagreements in the playground, usually as a result of name-calling. They believe more could be done to change this, such as reminder posters about rights and responsibilities, and a greater role for peer buddies. However, they do not always feel that their views are taken into account.
- Minor incidents are not monitored effectively enough by the school to pick up patterns. There is further work to be done to develop pupils' independent attitudes, including planning for the development of pupils' personal and social skills.
- Pupils trust the adults around them and know who to go to if there is a problem and are confident it will be sorted out. Parents and carers and pupils say that behaviour has improved recently, particularly with the introduction of new playground equipment and a specific area where they can play ball games safely.
- Relationships between adults and pupils are a strength of the school and pupils enjoy the company of their friends across all cultures. Behaviour in lessons makes a reasonable contribution to the improvements in teaching. Pupils especially like the new system of rewards they can achieve through team points and assemblies that celebrate their successes.
- Pupils enjoy coming to school and attend well. In particular, the school has improved the attendance of pupils who were often absent, particularly those who are carers. Staff work well with a range of outside agencies and as result overall attendance has improved.
- Parents and carers are very positive about the school, say their children are safe and bullying is responded to well by the school. Pupils are aware of what constitutes bullying, such as racism and cyber-bullying, and know how to keep themselves safe when using the internet.

The leadership and management

require improvement

- The senior leadership team is an enthusiastic and developing team and recent improvements in teaching and marking, particularly in Key Stage 1, are evidence of their impact in this improving school. However, phase leaders are not well enough focused on behaviour and although aware of some issues, for example name-calling, are not acting quickly enough to monitor low-level incidents around the school and ensure that pupils are fully involved in improving behaviour.
- Evaluation and monitoring processes are not cohesive enough across subjects and key phases to enable all work to be focused on the priorities in the school development plan. Although some weaknesses in teaching have been tackled, the salary progression of teachers is not linked closely enough to their targets and the progress of pupils, and governors are not involved fully enough in the process.
- The local authority provides effective support for the school through the federated partnership for the teaching of English and mathematics, which has improved the quality of teaching. Recent changes to the management structure through the development of the extended management team are improving teaching and learning, raising standards and developing the skills of leaders and managers, but this is not yet consistent across the school.
- A coordinated programme of training, including the involvement of governors, is well focused on raising standards. Inspectors saw this in the teaching of mathematics, phonics and reading and marking to improve writing. However, this does not yet show a trend of sustained improvement, but evidence of accelerated progress in this improving school.

- The curriculum is developing well. Pupils appreciate the range of activities, including learning musical instruments and interesting visits, linked to their work in other subjects. Pupils' spiritual, moral and social development is improving and cultural understanding is a strength of the school.
- **The governance of the school:**
 - Although improving, governors' role in challenging the school is not focused sharply enough on the key priorities in school development planning, and visits are not linked to teaching and the learning and progress of pupils, including those who benefit from additional funding through the pupil premium. Governors bring a range of skills to their role in supporting and challenging the school. Roles and responsibilities are linked to key areas such as safeguarding and across phases and subjects. There are clear systems through committees that hold the school to account and training is well focused on raising standards and ensuring legal duties, including safeguarding are in place. Meeting records show that governors have a good overview of the work of the school and are involved in decisions about provision for pupils entitled to free school meals through the pupil premium and the appointment of additional teaching staff.

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	133662
Local authority	Lambeth
Inspection number	406542

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	422
Appropriate authority	The governing body
Chair	Nick Toms
Headteacher	Nick Hague
Date of previous school inspection	16–17 March 2011
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