

Jubilee Primary School

Tulse Hill, London SW2 2JE

Inspection dates 17–18 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Pupils do not make consistently good progress in reading, writing and mathematics across the school. The gap between the achievement of boys and girls is not closing quickly enough.
- Teachers do not always use information on pupils' progress well enough to ensure that the activities they set are at the right level.
- There is some low-level disruption in lessons and some parents are not confident about the school's management of pupils' behaviour. Communication with parents about the differences between bullying and other forms of poor behaviour is not clear enough.
- Teachers do not always provide enough opportunities for pupils to respond to teachers' comments in marking.
- Some teachers fail to identify pupils' learning difficulties and take steps to help them.
- The leadership skills of some middle leaders new to their responsibilities are underdeveloped.
- Frequent changes in teaching staff have slowed the progress of some pupils.
- The professional development programme for teachers is not used to best advantage. The coaching programme to improve teachers' skills is underdeveloped.
- Teachers do not always have high enough expectations, particularly of the most able pupils.

The school has the following strengths

- The strategic leadership of the headteacher, chief executive headteacher, senior leaders and governors has improved significantly since the last inspection. There is now a clear and effective vision for the future of the school.
- The quality of teaching, pupils' rates of progress, levels of attainment and attendance have all improved since the last inspection.
- Children get off to a positive start in the Nursery and Reception Year. They settle well and make good progress.
- Disadvantaged pupils supported by additional government funding make faster progress than their peers in the school.
- Pupils have increasingly positive attitudes to education and are keen to learn. Their attitudes to learning have been improved by the better teaching.

Information about this inspection

- Inspectors observed 21 lessons or parts of lessons. Six were observed jointly with the school’s leaders.
- Meetings were held with three governors, the school improvement adviser and school staff.
- Inspectors observed the school’s work and looked at a number of documents. These included the school’s information on pupils’ progress, planning and monitoring documentation, the school improvement plans and self-evaluation summary. Inspectors also reviewed safeguarding policies, records of checks on the suitability of staff and adults, and behaviour and attendance records.
- Inspectors took account of the 43 responses to the online questionnaire (Parent View). In addition, inspectors took account of the 27 responses to a questionnaire from members of staff.
- Inspectors talked to pupils about the school’s work and listened to some pupils reading in class.

Inspection team

David Scott, Lead inspector	Additional Inspector
Theresa Mullane	Additional Inspector
Kanwaljit Singh	Additional Inspector

Full report

Information about this school

- Jubilee Primary School is larger than the average-sized primary school.
- The proportion of pupils with minority ethnic heritages is well above average. The largest groups have Black African and Black Caribbean backgrounds. The proportion of pupils at the early stages of learning English as an additional language is also above average.
- At almost two thirds, the proportion of pupils eligible for the pupil premium is well above average. This additional government funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs on the school roll is higher than that found in most schools. Pupils with hearing impairment are fully integrated into mainstream classrooms.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has been in post since September 2013.
- In 2012–2013 there was a staff turnover of over 80%. This reduced considerably in 2013–14 to just under 20%.
- The school works in partnership with the Loughborough Federation of Schools. The federation is led by the chief executive officer. The federation also provides professional and technical support and resources to Jubilee Primary School to help speed up improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and the rate of pupils' progress by ensuring that teachers:
 - give pupils more opportunities to respond to comments that are included in the marking of their work
 - have consistently high expectations of what pupils can achieve
 - identify difficulties that pupils may have and take steps to resolve them
 - use information about pupils' progress to ensure the work they set is at the right level
 - engage pupils in what they are learning and eliminate the low-level disruption in some lessons.
- Close the gap in achievement between boys and girls, and speed up the progress of the most able pupils.
- Make sure pupils and parents fully understand the school's policy for reducing incidents of bullying.
- Strengthen leadership and management, by ensuring that:
 - the work of middle leaders is more sharply focused on improving pupils' progress
 - the fullest use is made of the coaching programme for teachers to improve their teaching skills.

Inspection judgements

The leadership and management are good

- The headteacher, chief executive, senior leaders and governors form a strong and energetic team. They have set out a clear vision for the future of the school. As a result, in the 18 months since the last inspection, they have brought about rapid improvements in pupils' rates of progress and levels of attainment, as well as in their attendance. Teaching is better than it was and is helping pupils make faster progress than previously. The school community is overwhelmingly positive about the new leadership of the school. The headteacher is a particularly skilled leader and manager, who is held in high esteem by pupils, staff and parents.
- Leadership and management are not outstanding because teaching has not been good enough over time to enable all pupils to achieve as well as they should. Expertise within the federation has enabled senior leaders to provide well considered training for staff. However, the coaching programme to improve teachers' skills, is underdeveloped.
- Since the arrival of the new headteacher, staffing has stabilised. Measures to improve the quality of teaching and speed up pupils' progress are beginning to bear fruit and gather momentum. Through their enthusiasm and energy, the contribution of a number of new middle leaders is already beginning to have a positive impact on improving teaching and pupils' progress. However, their leadership skills have not yet developed to the stage where it is possible to judge the longer-term impact of their work.
- Since the previous inspection, the school's leaders have established, in partnership with the Loughborough Federation, very effective systems for tracking pupils' progress. As a result, teachers are becoming more accountable for the progress of their pupils. There are now clear links between teachers' pay and performance and pupils' progress.
- The government's additional sports funding has been used well and had led to more pupils regularly participating in sport. It has also been used to develop staff expertise in sports and physical education. There has been a positive impact on staff confidence and on pupils' enjoyment and physical well-being. The school's leaders and governors monitor the allocation and evaluate the impact of the sports funding effectively.
- As a result of revising and introducing a new curriculum plan, pupils have a better understanding of cultural differences and are prepared well for life in modern Britain. The wide range of subjects, together with visits and after-school clubs, enrich pupils' experience of school and promote equality well. Pupils' spiritual, moral, social and cultural development is successfully achieved through regular assemblies and visits from outside speakers. Pupils celebrate their achievements in assemblies that also give time for reflection. Moral values are frequently emphasised through story-telling.
- Safeguarding procedures meet current requirements.
- The local authority provides highly effective and suitable support through the work of the school improvement adviser. Regular checks are made on teaching by observing lessons alongside school staff, by reviewing teachers' assessments of pupils' progress and by arranging well-considered training.
- **The governance of the school:**
 - The governing body is deeply committed to the school and to making further improvements. Governors are very positive about all aspects of the school's work, particularly the new leadership. Governors receive training on many aspects of governance, including understanding information on pupils' progress, setting targets for teachers and the safer recruitment of staff. As a result, they meet all their statutory duties, including those for safeguarding.
 - Governors receive reports and presentations from senior leaders and the school's improvement adviser on how to interpret information on pupils' achievement. Consequently, they have a good grasp of information about the school's performance and how it compares with similar schools, both locally and nationally. Through regular, focused visits to school and discussions with staff, they are well informed about the quality of teaching.
 - Governors are knowledgeable about school finances and how additional government funding is monitored and evaluated. They have a good understanding of the arrangements for setting targets for teachers that are linked to pupils' progress. They also know what is being done to reward good teaching and tackle underperformance.

Governors, together with senior leaders, have been successful in acquiring additional funding to improve the outdoor space for sporting activities and provide music tuition for younger children.

The behaviour and safety of pupils require improvement

- The behaviour of pupils requires improvement.
- The school has not yet ensured that all pupils have a good understanding of the persistent nature of bullying and how it differs from one-off incidents of poor behaviour. Actual incidents of bullying are few and dealt with well.
- Some parents do not have confidence in the school's management of behaviour. The inspectors did not find evidence to support these concerns. However, the school's communication with parents about the differences between bullying and other forms of poor behaviour is not yet effective. This contributes to some parents' lack of confidence about the school's work in this area.
- Pupils generally behave well in and out of lessons and when moving around the school. They mostly work and play together happily and cooperatively. However, some low-level disruption takes place and, as a result, behaviour is not consistently good. Also, where teaching is less effective, behaviour deteriorates as pupils become bored and lose interest in learning.
- The school's work to keep pupils safe and secure is good. Pupils are taught how to keep safe in different situations, such as when using the road. Older pupils have a well-developed understanding of the dangers of using the internet and smartphones.
- Pupils who talked to the inspectors said they felt safe and well looked after by the school, but also that incidents of poor behaviour do occur occasionally.
- Attendance has improved and is now above the national average. This is because the school promotes the importance of good attendance through, for example, the use of attendance awards and messages in school assemblies.
- Exclusions have reduced markedly since the last inspection and permanent exclusions were minimal last year.
- The introduction of the 'Rights Respecting School (UNICEF)' programme has ensured pupils are polite to staff and each other. Classrooms are well maintained, clean and free from graffiti and litter. They provide pupils with a stimulating place to learn.

The quality of teaching

requires improvement

- The quality of teaching is variable. There is not enough teaching that is good or better to ensure pupils make good progress in all classes and across subjects.
- Since the previous inspection, there has been a high turnover of teaching staff. As a result of the drive to recruit permanent, skilled staff, some pupils have had a number of different class teachers during the last two years. Because of some weak teaching, not all pupils have made the progress of which they were capable. However, over the last year, teaching has improved and is becoming more consistently good.
- Not all staff have sufficiently high expectations of what pupils can achieve, particularly the most able pupils. Also, they do not always identify potential difficulties and plan how they might be solved. As a result, some pupils make less progress than they could.
- Pupils have increasingly positive attitudes to education and are keen to learn. Their attitudes to learning have been improved by the better teaching that many pupils experienced last year.
- Although marking is regular and helpful, teachers do not always give enough opportunities for pupils to act on their feedback. As a result, work is sometimes not set at the correct level.
- Teachers generally sustain pupils' positive attitudes by providing stimulating activities that capture their interest and enthusiasm. There are very positive relationships between pupils and staff.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because some pupils have not made consistently good progress over time in reading, writing and mathematics. Overall, pupils' attainment in English and mathematics is in line with the national average by the time pupils leave in Year 6.
- Last year, too few of the most able pupils achieved the highest results, particularly in mathematics, at the end of Key Stage 2. However, the performance of the most able pupils at the end of Key Stage 1 was stronger than previously. The progress made by the most able pupils over time, however, has not always been as fast as could be expected. This is because teachers do not always give pupils sufficient challenge to enable them to do well.
- Disadvantaged pupils who are supported by additional government funding are making faster progress than their classmates. In 2014, they not only closed the gap in performance but reached higher levels of

attainment, when compared to others in the school.

- In 2014, although the gap narrowed overall, girls still made faster progress than boys.
- Pupils from minority ethnic backgrounds make reasonable progress. Those children new to learning English make more rapid progress because of the very careful attention given to the development of their language skills.
- Pupils make better progress in some year groups than others, and in some year groups their progress has been too slow. This is because the quality of teaching, while improving, is not yet consistently good or better.
- Disabled pupils and those who have special educational needs, including those with hearing impairment, make similar progress to their classmates. They are well supported in lessons by skilled teaching assistants who help them to understand what they have to do. Similarly, those pupils who speak English as an additional language progress well because of the effective support they receive.
- Pupils read regularly in lessons. A good example of this was seen during a literacy session, where pupils were able to read the same headline story confidently, but from different newspapers, noting the different slants in interpretation.
- Since the previous inspection the teaching of letters and sounds (phonics) has improved, and has helped pupils to read unfamiliar words. In the most recent Year 1 phonics screening check, the proportion of pupils reaching the expected level was higher than in the previous year and in line with the national average.

The early years provision

is good

- Children enter the Early Years Foundation Stage with skills that are well below those typical for their age. They make good progress from their very low starting points.
- Teaching activities are of good quality. Staff plan activities that ensure children enjoy their learning and achieve increasingly well. Disabled children and those with special educational needs are nurtured well and their progress is in line with others.
- Children enjoy a wide range of learning activities. Some they choose for themselves to explore their ideas, while others are suggested by the adults. However, not all staff check children's progress well enough to enable them to adjust the activities to suit children's needs.
- Children are enthusiastic, show curiosity and delight in learning, and behave well. They are developing a good awareness of how to keep themselves safe, both indoors and outdoors.
- Leadership and management in this area of the school are good. Staff have received well-considered training and development from the school's improvement adviser. It is helping them to improve resources and the quality of their teaching. As a result of stronger teaching, children's rates of progress are speeding up.

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	449052

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	461
Appropriate authority	The governing body
Chair	Nick Toms
Headteacher	Joanna Eade
Date of previous school inspection	13–14 February 2013
Telephone number	020 8678 6530
Email address	admin@jubilee.lambeth.sch.uk

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