

Jubilee Park Academy

Highfield Road, Tipton, DY4 0QS

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- A combination of good teaching, leadership and pupils' positive attitudes ensures that the school is improving and enables pupils to achieve well, whatever their background or ability.
- Pupils get off to a good start in the early years. They continue to make good progress across the school and, by the end of Year 6, standards are broadly average.
- Disabled pupils and those who have special educational needs are supported well and make good progress in their all-round development.
- Leaders keep a close check on teaching and learning, and work closely with staff to tackle any weaknesses.
- Leaders ensure that pupils of all backgrounds, including those who are disadvantaged, are fully included in school life and able to learn.
- Teachers provide interesting and stimulating lessons, and the work they set for pupils is usually pitched at the right level of difficulty.
- Teaching assistants provide good support in lessons and when the pupils work outside of the classroom.
- Pupils behave well in and out of lessons. They enjoy school and, as a result, attendance is above average.
- Pupils say they feel safe in school and they have a good understanding of how to stay safe in different situations.

It is not yet an outstanding school because

- During lessons, teachers do not always challenge the most-able pupils to think more deeply and extend their understanding.
- In a few lessons, teachers do not keep a close enough check on pupils' understanding so that pupils can be supported or stretched.
- Leaders do not gather parents' views systematically and, on the occasions when surveys are carried out, they do not share the results with parents.

Information about this inspection

- Inspectors visited 16 lessons, four of which were observed jointly with either the executive headteacher or the acting headteacher. Inspectors heard pupils read and looked at the work in their books.
- Meetings were held with groups of pupils, staff with leadership roles and two governors.
- Inspectors examined a range of documents, including a summary of the school's self-evaluation and improvement plan, policies aimed at keeping pupils safe, and information about governance and the management of teachers' performance.
- It was not possible to analyse the Parent View website because there were too few responses. However, inspectors spoke with a number of parents during the inspection and examined the school's own survey of parents' views.
- Inspectors took account of the 20 questionnaires returned by staff.

Inspection team

Keith Williams, Lead inspector

Additional Inspector

Sarah Davey

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Children in the Nursery class attend part time. Those in Reception are full time.
- Jubilee Park Academy converted to become an academy in September 2013. When its predecessor school, Jubilee Park Primary School, was last inspected by Ofsted, it was judged to be good.
- The school works in partnership with Summerhill Primary School, the headteacher of which is also executive headteacher of Jubilee Park Academy. The relationship between the two schools is in the process of being formalised.
- Most pupils are White British. The proportion of pupils from other backgrounds is broadly average and pupils are from a wide range of heritages. The largest groups are pupils of Black or Black British Caribbean backgrounds and those from Mixed White and Black Caribbean heritage. The proportion of pupils speaking English as an additional language is about a third of the national average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils supported by the pupil premium is well above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The executive headteacher joined the school in April 2014, while the acting headteacher joined in January 2015.
- The school operates a breakfast club, which formed part of this inspection.

What does the school need to do to improve further?

- Improve teaching and learning by:
 - posing more consistently challenging questions for the most-able pupils so they are encouraged to think more deeply and extend their understanding
 - keeping a closer check on pupils' understanding in all lessons, so that any misconceptions can be cleared up or the pupils' learning can be moved on more quickly.
- Improve links with parents by seeking their views more systematically, sharing the findings with them and explaining what action has been taken.

Inspection judgements

The leadership and management are good

- The executive headteacher and acting headteacher lead the school well. They ensure that pupils behave well and learn in a supportive and stimulating atmosphere. Leaders are well supported by staff, who share the drive to secure further improvement.
- Leaders keep a close check on the quality of teaching and pupils' learning. They have well-established systems to monitor lessons and pupils' books, and they carefully analyse the results of teachers' assessments. The information they gather is used well to hold teachers to account, identify and tackle weaknesses and ensure that pupils at risk of falling behind are given extra help.
- As a direct result of leaders' systematic checks, they have an accurate understanding of the school's performance and its strengths and weaknesses. Leaders set clear targets for the school as a whole, and for individual staff, so that the quality of teaching continues to improve. They ensure that staff are given appropriate support or training to enable them to secure the necessary improvement.
- Close links with the partner school are enabling staff to work together to make sure, for example, that teachers' assessments are consistent and accurate. Summerhill staff also share their expertise; for example, in planning for the new National Curriculum.
- Subject leaders for English and mathematics have contributed strongly to pupils' good progress. The special educational needs coordinator provides good leadership so that disabled pupils and those who have special education needs achieve well. Plans are well in hand to extend the role of other subject leaders in checking and improving teaching and learning. The early years is well led and managed.
- Leaders ensure that discrimination of any kind is not tolerated. They check that pupils of different backgrounds, needs and abilities are included fully in school life and have an equal opportunity to succeed. The funding for disadvantaged pupils is used well to provide additional support for these pupils' learning and ensure that they are able to take part fully in school activities, including the breakfast club.
- The school's curriculum is appropriately broad and provides an interesting and stimulating range of activities for pupils of all ages. Planning for literacy, numeracy and other basic skills is detailed and builds well on pupils' previous learning. There is a very strong emphasis on promoting pupils' personal development, including their spiritual, moral, social and cultural development, and pupils learn about important values, including tolerance, respect and understanding. As a result of the careful planning and good teaching, pupils achieve well and are well-prepared for life in modern Britain.
- The primary physical education and sports premium is used well to provide specialist coaching and help teachers improve their knowledge and understanding. There are now more opportunities in lessons and out of school, including competition with other schools, than was previously the case. The funding is also used to boost the self-esteem and confidence of pupils who need extra help with their social skills.
- Leaders ensure that pupils are safe. The school's arrangements for safeguarding pupils are secure and meet requirements.
- The school generally works well with parents, particularly those of children in the early years, or whose children are disabled or have special educational needs. More widely, leaders do not canvass parents' views regularly. On the occasions when surveys have been carried out, leaders have not shared the outcome with parents or explained what action they intend to take as a result of the survey.
- **The governance of the school:**
 - Governors provide good support and challenge for the school. They understand the context in which the school works and, because they visit the school regularly and have close contact about specific areas of interest, they know what is working well and what needs to improve. They are well informed about the

progress made by pupils and they use this information well to hold leaders to account. Governors receive detailed information about the performance of teachers and the steps taken by leaders to tackle underperformance. They make sure that the appraisal of teachers is fair and appropriately regular, and they check that pay awards are made only in recognition of effective teaching. Governors have a good overview of spending and they ensure that good value for money is sought; for example, in using the funding received for disadvantaged pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils of all ages, including children in the early years, behave well in lessons and around the school. They are polite and courteous; they readily hold open doors or wait while others pass. Pupils' good behaviour makes a strong contribution to their good learning and enjoyment of school.
- Behaviour is good at break-times. Boys and girls of different ages and backgrounds mix well. As a result, pupils enjoy the opportunity to 'let off steam', as one put it.
- Pupils are punctual to lessons and to school. Attendance is above average. The breakfast club provides a calm, safe and purposeful start to the day and this has helped to raise the attendance levels of disadvantaged pupils.
- Pupils have positive attitudes to learning and to wider school life. They are attentive in lessons, respond quickly to teachers' instructions and contribute willingly to discussions. Relationships are positive and, as a result, pupils readily share ideas, take turns and celebrate each other's success. Occasionally, a few pupils lose concentration during whole-class discussions.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, and those parents who expressed a view agree.
- Pupils have a good understanding of how to stay safe in different situations, including when using the internet. Pupils play with a good regard for each other's safety.
- Pupils say that bullying is rare and, when it does happen, they are confident that it is dealt with well by staff. They know that bullying can take different forms and pupils have a good understanding of how they should deal with it.

The quality of teaching is good

- Teachers have high expectations of pupils' capabilities, and this usually results in work being set at the right level of difficulty. As a result, pupils of different abilities achieve well. Those at the early stage of learning English are given good support and quickly gain confidence in using the language so that they, too, make good progress.
- Teachers' marking is good. Pupils receive detailed information about how well they have done and clear pointers for what needs to improve. In line with the school's policy, pupils respond thoughtfully and, because they have a good understanding of their next steps, this helps them to learn faster.
- The teaching of literacy, reading and mathematics is good. Phonics (the sounds that letters make) is particularly well taught. Teaching is good in the early years, and this contributes to the good start made by children in the Nursery and Reception classes.
- Teaching assistants provide good support for pupils of all abilities, disabled pupils and those who have special educational needs and for children in the early years. They lead groups of pupils withdrawn from the classroom well. Teaching assistants have a good understanding of how they should help pupils learn,

and they and the teachers provide good role models when they work together in the classroom.

- Relationships between adults and pupils are good, and lessons run smoothly. Teachers manage pupils' behaviour well. The few pupils who present challenging behaviour are well managed, so that their learning, and that of other pupils, is rarely disrupted.
- Teachers usually question pupils well to recap what they have learned previously and to set the scene for the new learning. They keep a close check on pupils' understanding, often questioning skilfully to enhance pupils' awareness, but this is not always the case. Pupils' learning is fastest when the teacher is able to clear up any misconceptions successfully, or move on more quickly those who are ready to do so.
- They most-able pupils are mostly given the harder work of which they are capable, and this contributes to their good progress. Occasionally, the questions posed to these pupils do not require them to think more deeply or extend their understanding, and this slows their learning.

The achievement of pupils is good

- When children first join the Nursery class, they arrive with broadly typical skills, although these are lower in communication, language and literacy and personal, social and emotional development. Whatever their starting point, children achieve well in the Nursery and Reception classes, and are well prepared for Year 1.
- Pupils achieve well in Key Stages 1 and 2. Last year, attainment in Year 2 was broadly average in reading, writing and mathematics, and current pupils are on track to maintain these levels. Pupils make good progress in learning phonics, and the results of the national phonics screening check in Year 1 were above the national average last year. The starting points of pupils in Year 6 this year were lower than those of last year's group. Nevertheless, they are making good progress and are on track to match the average levels of attainment reached last year.
- The school has made good use of the additional pupil premium funding to provide extra support for eligible pupils and ensure they make good progress. Last year, the attainment of disadvantaged pupils in Year 6 was a little ahead of other pupils in the school in reading, but was over a term behind in mathematics and over two terms behind in writing. When compared with other pupils nationally, disadvantaged pupils were almost a term ahead in mathematics. They were less than a term behind other pupils in reading and writing. The work of current pupils and the information collected about their achievement show that these gaps are closing this year.
- Disabled pupils and those who have special educational needs make good progress from their different starting points, and some make rapid progress. Teachers and teaching assistants work well together to ensure that the work is carefully tailored to meet their specific learning needs. This has a positive impact on their confidence and self-esteem.
- Pupils learning English as an additional language achieve well. They are given the help they need to enable them to play a full part in lessons, so that they make good progress in learning. There is no significant difference in the progress made by pupils from different ethnic backgrounds.
- Staff and leaders have worked well to help the most-able pupils across the school make faster progress. This year, a larger proportion of the most-able pupils in Year 6 are on track to reach the higher levels than was the case last year, particularly in reading and writing. The most-able pupils are usually given work that challenges them. Occasionally, they are not encouraged to think more deeply in lessons and, when this happens, they do not make the rapid progress of which they are capable.

The early years provision is good

- Children achieve well in Nursery and Reception because staff in both classes ensure that they are able to learn in a supportive stimulating and exciting environment. The proportion of children reaching a good

level of development last year was similar to that found nationally, and current children are on track to match this. Children are well prepared for their education in Key Stage 1.

- The adults in both classes question children carefully to check on their understanding. They help children to improve their speaking and listening by encouraging them to explain their thinking and to use wider vocabulary. Early reading skills are taught well. Children's progress in writing is a little slower than other areas of learning, and this remains a priority for staff.
- Teachers and other adults work closely together to make sure that they have a consistent approach to planning and assessing children's learning. Careful records are built up that enable staff to check on children's learning and to support any child at risk of falling behind.
- Staff make good use of the outdoor area to extend the range of experiences offered in all areas of learning. Children's spiritual, moral, social and cultural development is promoted well. Children quickly learn the routines of their class, behave well and enjoy school.
- The early years is well led and managed. Close links are forged with parents, who are kept well informed about their children's learning and well-being. A strong emphasis is placed on ensuring that children are kept safe.

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	140136
Local authority	Sandwell
Inspection number	450348

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Derek Rowling
Headteacher	Harvinderjit Kumar
Date of previous school inspection	Not previously inspected as an academy
Telephone number	0121 522 2598
Fax number	0121 520 1318
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