

Jubilee Primary School

Crowden Way, Thamesmead, London SE28 8JB

Inspection dates

8–9 February 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching and learning is inconsistent. This has an impact on pupils' progress, which is variable across the school.
- At the end of key stage 1, pupils, including disadvantaged pupils, make significantly less progress than pupils nationally in reading, writing and mathematics.
- Leaders and governors have not accurately assessed the school's performance. They do not prioritise key areas for improvement and aspects of the school development plan are not precise.
- Leaders do not provide teachers with clear information about pupils' progress and achievement. Consequently, teachers do not consistently plan learning that meets pupils' needs.
- The school has had many staffing changes which have led to instability in teaching across the school. This has had a negative impact on pupils' progress in some classes.
- Teaching does not routinely provide enough challenge for pupils, particularly the most able.

The school has the following strengths

- By the end of key stage 2, pupils make progress in writing that is above the national average.
- Children in the early years get off to a good start. They enjoy their learning and achieve outcomes which are above the national average.
- Pupils are polite, tolerant and respectful of others. This reflects the school's strong commitment to promoting their spiritual, moral, social and cultural development.
- The school is a caring community. Pupils feel safe and happy at school. The pastoral team encourage and nurture pupils' emotional well-being effectively.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - ensuring there is consistency in the standard of teaching and learning across the school so that all pupils make at least expected progress in reading, writing and mathematics
 - raising expectations of what pupils can achieve, especially the most able pupils
 - consistently challenging and engaging pupils in their learning so that more pupils reach higher standards of attainment.
- Improve the effectiveness of leadership and management at all levels, including that of governors, by:
 - ensuring that self-evaluation is accurate so that development plans are sufficiently effective
 - consistently analysing and interpreting assessment information so all leaders and managers are clear on how to tackle underachievement
 - ensuring that pupils are given sufficient opportunities to study science.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders, managers and governors are overgenerous in their assessment of the school's performance. Consequently, they have not pinpointed precisely what the school needs to improve and how it is going to be done.
- Leaders do not use information on pupils' progress and attainment effectively. Information is analysed in a variety of ways and evaluations are unnecessarily complicated. As a result, leaders at all levels do not have an incisive and clear understanding of how pupils are progressing.
- Leaders monitor the quality of teaching and learning regularly and use this information to target professional development for individual staff. Staff report that they feel encouraged and supported by senior leaders to improve their teaching.
- Leaders have worked hard to try and recruit high-quality staff but the constant changes in teaching are having a negative impact in some classes. Leaders support temporary and new staff with lesson planning, but some of these teachers struggle to deliver lessons that are sufficiently effective.
- The inclusion team has a good understanding of the strengths and areas for improvement for pupils who have special educational needs and/or disabilities. Working with the early years leader, leaders responsible for inclusion identify pupils' needs at an early stage and put measures in place to support their learning. While it is too early to see the impact of some recent initiatives, such as screening pupils for dyscalculia, leaders show the capacity to drive improvement in this area.
- The school offers a broad curriculum, based on topics with clear links between subjects. Leaders ensure that there is a balance between academic subjects and those that promote pupils' artistic, musical and sporting skills. However, pupils are not given enough opportunities to study science and pupils are not attaining well in this subject.
- Pupil premium funding is used in a variety of ways. Pupils with emotional and social needs benefit from nurture groups led by the learning mentors. Some interventions have had a positive impact on the progress made by disadvantaged pupils, particularly in the early years and the teaching of phonics. Leaders acknowledge that there is more work to be done to improve the progress of disadvantaged pupils, including the most able disadvantaged pupils, especially in Years 5 and 6.
- Pupils relish the opportunities leaders provide to enhance their spiritual, moral, social and cultural learning. The school council organises fund-raising events for different charities and extra-curricular clubs are well attended, thanks to the effective use of sports premium funding. Displays around the school show the school's commitment to giving pupils a secure understanding of diversity.
- Pupils are prepared well for growing up in modern Britain. They talk enthusiastically about the democratic elections for the school council and how British values 'apply to everyone in this school'. Different faiths and heritages are celebrated on multicultural days as well as in personal, social, health and economic education lessons. Pupils take part in visits, for example to Crossness nature reserve and a residential visit to

the Isle of Wight.

Governance of the school

- The governing body fulfils its duties diligently. Governors ensure that the school's safeguarding arrangements are effective and meet statutory requirements. Governors have good oversight of how the funding for disadvantaged pupils is spent. They strongly support the school and are committed to working with the school as it moves towards becoming part of a multi-academy trust.
- Governors are linked to key areas of the school and liaise regularly with school leaders. They visit the school regularly, attend special events and record positive comments about pupils' achievements for the pupils to see.
- Governors are not well informed about pupils' progress and attainment. They draw on the headteacher's reports to understand how well pupils are achieving. These reports do not give a clear picture of the strengths and weaknesses of pupils' achievement across the school and are confusing. This prevents governors asking challenging questions about, for example, the progress of pupils who have special educational needs and/or disabilities.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders, governors and staff demonstrate an in-depth knowledge of safeguarding. They receive appropriate training which is regularly updated, such as on the 'Prevent' duty, female genital mutilation and child sexual exploitation.
- Records are organised and well maintained. There is clear evidence that staff meticulously follow safeguarding procedures set out in the school's policy. The pastoral team work well together and take swift action if there are any concerns about pupils' well-being. Referrals to external agencies are followed up until staff are satisfied that the appropriate action has been taken.
- School leaders have undertaken good work on online safety and pupils reflected on how useful this had been. Pupils can talk confidently about different forms of bullying and how they are taught to stay safe on the roads and in the local area. Pupils report that there are few incidents of bullying or unkindness from other pupils and that staff deal with any problems between pupils effectively.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is variable across the school. As a result, over time, pupils do not make consistently good progress.
- School leaders regularly assess and monitor the progress and attainment of pupils. However, they do not analyse this information sharply enough to accurately evaluate how well pupils are doing. Different ways of interpreting the performance information and an overemphasis on statistics distort the overall picture of how well pupils are doing.

- The high turnover of staff in certain year groups means pupils are not receiving the consistency that they need. This is having a negative impact on learning and pupils' progress. Parents and pupils have rightly expressed their concerns at the instability in teaching.
- Where teaching is effective, lessons are calm and well managed. Pupils are engaged in their learning because teachers have planned interesting lessons that encourage pupils to think more deeply. For example, in Year 6, pupils were absorbed in writing a structured narrative then asking each other logical and thought-provoking questions about the work.
- Some teachers have low expectations of the standard of work their pupils can produce. As a result, pupils are not challenged sufficiently well and lessons do not deepen pupils' understanding. Insecure subject knowledge from some teachers, particularly in mathematics, means that pupils are not always taught correct information.
- Work in lessons does not consistently build on pupils' learning from previous lessons. Pupils sometimes repeat activities and are not moved on to more challenging tasks. The most able pupils often complete classwork easily, particularly in mathematics, and have to wait for more challenging work.
- Leaders have secured improvements in the teaching of writing, and key stage 2 pupils make particularly strong progress in this area. Pupils plan and draft their writing tasks over several lessons, then produce extended pieces of writing which are often of a high standard.
- The effective teaching of phonics leads to strong outcomes in the Year 1 phonics screening check. Leaders promote reading skills well and have introduced daily group reading sessions. Pupils enjoy these sessions and can talk about how their reading has improved.
- Support staff work collaboratively with class teachers to support pupils who find the work difficult. Pupils benefit from skilful support in most lessons that helps them to contribute fully to lessons and make progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and well cared for in school. They feel confident that staff will listen to them if they have any concerns. Parents reinforced this view through conversations with inspectors and responses to the online survey.
- The learning mentors are an asset to the school. They are highly skilled in dealing with vulnerable pupils and identifying potential risks to their well-being. For example, they teach pupils how to avoid gang culture in the local area. The team considers the emotional health and well-being of pupils as a key priority in their roles. Pupils clearly appreciate their work in this area; all pupils who responded to the online questionnaire rated the support they received from the pastoral team as a strength of the school.

- Pupils enjoy taking on roles and responsibilities within the school, such as members of the student council, lunchtime buddies, online safety ambassadors and junior road safety officers. Lessons in personal, social, health and economic education, special events and assemblies help pupils learn about a range of issues. Consequently, they develop a secure understanding of how to stay safe.
- The school's values and ethos underpin the positive culture of personal development. Every half term the school focuses on one value, for example mutual respect. Pupils proudly shared a class book in which they write daily examples of how they demonstrate that value. This, together with other aspects of the school's work, ensures that pupils gain a strong understanding of British values.
- Attendance is consistently in line with the national average. Absence is tracked and analysed on a weekly basis. Leaders work closely with the local education and welfare officer to ensure that any concerns are dealt with quickly.

Behaviour

- The behaviour of pupils is good. Pupils are keen to learn and generally enjoy school.
- Pupils are friendly and well mannered. They are very clear about the 'seven steps to shine' code of conduct and that the school gives them lots of opportunities to get rewards.
- Behaviour in lessons is, on the whole, positive. Low-level disruption occasionally occurs in lessons when pupils are not interested or challenged. A few pupils complain that behaviour is worse when substitute teachers are taking the lesson.
- Behaviour logs show that staff take swift action in response to poor behaviour. Pupils are encouraged to reflect on ways of managing their own behaviour. Learning mentors work effectively with individual pupils who have difficulties. As a result, very few pupils are excluded and incidents of challenging behaviour are rare.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement because pupils do not make consistently good progress in a range of subjects across the school.
- Pupils' progress at the end of key stage 2 in 2016 was broadly average in reading and mathematics and above average in writing. Disadvantaged pupils did as well as other pupils nationally in reading and writing, but not in mathematics.
- Key stage 1 outcomes in 2016 show that pupil attainment was significantly below national figures in all subjects. Pupils did not make expected progress from their strong start in the early years.
- The most able pupils in key stage 1 significantly underachieved in 2016. No pupils, including the most able disadvantaged pupils, achieved greater depth in mathematics. The proportion of pupils achieving greater depth in reading and writing was also well below national averages.
- As a result of good teaching, the proportion of pupils that met the expected standard in

phonics is on an upward trend and in 2016 was above the national average.

- The school's own records show that current rates of progress in different year groups and subjects are still variable. Year 1 and Year 2 pupils are on track to meet the expected standards in reading, writing and mathematics. Year 4 pupils are making good progress generally and some pupils are making more than expected progress. Work in pupils' books backs up the teacher assessments.
- Pupils in Years 5 and 6 are not making good progress in mathematics. The most able pupils are not challenged sufficiently and there is little evidence of any pupils working at greater depth. In these classes there is a significant difference between the progress that disadvantaged pupils and other pupils are making; disadvantaged pupils do not do as well. This is not the case in other year groups.
- The high turnover of teachers is having an impact on pupils' progress and attainment in Year 3. Pupils' books show little evidence of progress since the start of the year and pupils are often completing work that is too easy for them. Presentation in books is often poor, as teachers and pupils do not have high expectations.
- Pupils who have special educational needs and/or disabilities do not make consistently good progress. Key stage 2 outcomes in 2016 for this group show that progress in reading and mathematics was significantly below average, compared to that of other pupils nationally from the same starting points. The current inclusion team have acted on this and have put measures in place to improve standards.

Early years provision

Good

- Children make good progress across the early years. The proportion of children achieving a good level of development has risen steadily and in 2016 was above the national figure. Additional funding has been used effectively to help secure good progress for disadvantaged children; they do better than other pupils nationally.
- The early years leader knows and understands how to use information about children's abilities when they start in Nursery and Reception. This informs effective action planning to ensure all groups of children make expected progress.
- Children in the early years are happy and confident. They listen to each other, share resources and are keen to discuss their learning. They behave well although they can get distracted if they have to sit and listen for too long. Children are not directed to complete tasks that would challenge them consistently well.
- The environment in the early years is calm and purposeful. The colourful displays help children to develop their vocabulary, reading and writing. The outdoor provision is purposeful and has a range of activities which help children develop their physical skills.
- Children make good progress in reading. They use their phonics skills to match sounds and letters correctly. However, not all adults model how to form letters accurately, which slows progress in writing for some children.
- Teaching and learning assistants work effectively with teachers to provide additional support. Children who have special educational needs and/or disabilities have their needs analysed and plans are put in place to meet these needs. For example, a staff member specialising in speech and language skills works with small groups of children

to improve their communication skills.

- Nursery staff work closely with parents and they appreciate this. Parents are well informed about their children's progress through, for example, home visits, meetings and 'stay and play' days.

School details

Unique reference number	101440
Local authority	Bexley
Inspection number	10019231

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair	Peter Woof
Headteacher	Pamela Davies
Telephone number	020 8310 2933
Website	www.jubilee.bexley.sch.uk
Email address	admin@jubilee.bexley.sch.uk
Date of previous inspection	4-5 October 2011

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Jubilee Primary School is larger than the average primary school.
- The early years provision comprises a Nursery class and two Reception classes.
- The proportion of disadvantaged pupils who are eligible for pupil premium funding is higher than average.
- The majority of pupils come from a Black or Black British background.
- The proportion of pupils who have special educational needs and/or disabilities is above average, as is the number of pupils who speak English as an additional language.

- The school meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment.

Information about this inspection

- Inspectors observed teaching and learning in all year groups and in a range of subjects. Some of these observations were carried out jointly with school leaders.
- Discussions were held with the headteacher, assistant headteachers, middle leaders and a range of teachers including support staff. A meeting was held with the chair of the governing body and two governors. There were also discussions with representatives from the local authority.
- Inspectors spoke to pupils in lessons, listened to them reading and looked at samples of their work. Inspectors talked to pupils in the playground and around the school. An inspector met pupils from the school council to hear their views on the school and three pupils gave a tour of the school. Inspectors also considered the 318 responses to questionnaires received from pupils.
- Inspectors analysed a wide range of documents provided by the school including leaders' evaluation of the school's performance, the school's improvement plan, information about pupils' progress and attainment and minutes of meetings of the governing body. Inspectors also examined records related to safeguarding, behaviour and attendance. Furthermore, inspectors scrutinised the books of a selection of pupils from key stage 1 and key stage 2.
- Inspectors took account of 43 responses to Parent View and held informal discussions with parents during the inspection. The views of staff were considered through the 58 staff questionnaires received.

Inspection team

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Frances Hawkes	Ofsted Inspector
Raj Mehta	Ofsted Inspector
Martin Beale	Ofsted Inspector

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