

Jump Primary School

Inspection report

Unique Reference Number	106591
Local Authority	Barnsley
Inspection number	287556
Inspection dates	27–28 March 2007
Reporting inspector	Lesley Clark

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 on roll	
School	210
Appropriate authority	The governing body
Chair	Mr P Briggs
Headteacher	Mr J Wilkinson
Date of previous school inspection	8 May 2001
School address	Roebuck Hill Jump Barnsley South Yorkshire S74 0JW
Telephone number	01226 743041
Fax number	0

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Introduction

The inspection was inspected by two Additional Inspectors.

Description of the school

This average sized primary school serves an area of considerable socio-economic disadvantage. It has a very good reputation locally and is oversubscribed in some year groups. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The proportion of pupils with statements of special need or with significant learning difficulties is much higher than usual. Attainment on entry to the Nursery is low. Over 60% of the teaching staff has changed in the last two years, largely for promotion.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Pupils achieve exceptionally well at this outstanding school. It is no wonder that they love coming to Jump Primary and their attendance is above average. The school resounds with happy laughter as staff and pupils go about their daily routines. Parents think the world of the school and just about all of them returned the questionnaire to say so. The headteacher and the school as a whole command the respect of the local community who are warmly supportive of all that it does. Children's independence, curiosity and desire to learn start in the Foundation Stage where outstanding provision sets the pace and style of future learning. By the end of Year 6 pupils are mature young people with a quiet inner confidence and above average academic standards because of the school's encouragement and high aspirations it has for their present and future lives. In this warmly supportive community everyone is valued, encouraged and helped to reach their potential, adults as well as children.

Pupils' outstanding personal development comes from the great commitment that all staff show to them as individuals and an outstanding curriculum that helps pupils to learn in the ways that suit them best. Behaviour is exemplary because pupils learn from an early age to be responsible and to care for others with consideration and respect. Outstanding teaching ensures that pupils develop a thirst for learning, an enthusiasm for language and the self-confidence to understand that, if they work hard, they will go far. Accurate assessment of their progress means that any problems are picked up early on and pupils are very clear about what they need to do to improve their work.

Pupils' maturity and self-reliance mean that they act safely and show respect for the world around them. Older pupils have responsible attitudes: looking after younger ones at playtime or preparing computerised presentations to demonstrate the harmful effects of drug misuse. Their keen interest in sport, and knowledge of how food affects their bodies, help them to live healthy lives. The whole essence of the school is based on teamwork so pupils are fully involved in contributing to the community. The school council has a powerful influence, appealing to the Prime Minister, parents and governors, for example, in their campaign for fruit and healthy snacks for all pupils, not just the younger ones. Confidence to express opinions and listen to others, good standards of literacy and numeracy, including computer literacy, and a keen enjoyment in work, prepare pupils exceptionally well for their future lives.

Outstanding leadership, management and governance have ensured that the school has gone from strength to strength since the last inspection. Simple, effective systems mean that new staff have slotted in with no disruption to learning. Their work is checked as carefully as the pupils' so that pupils benefit from continuing high expectations and imaginative lessons where enjoyment adds an edge to learning. The school knows itself well and graded several aspects of its work as outstanding but concluded it was good overall. This diffidence is a mark of the high standards it sets itself, its high aspirations and the knowledge that there is always something to improve. The school improvement plan gives comprehensive guidance for future developments which are absolutely appropriate, such as its current drive to further raise writing standards through speaking and role-play. Outstanding academic and personal support and guidance help pupils to grow up into trustworthy people who know their strengths. The school gives outstanding value for money and has excellent capacity to continue to improve.

What the school should do to improve further

- The school's thorough improvement plan covers all potential areas for improvement required to maintain its outstanding provision.

Achievement and standards

Grade: 1

Achievement is outstanding and standards are above average in English, mathematics and science. From a low starting point most pupils reach nationally expected standards by the end of Year 6 and a good proportion exceeds these. A very small number of pupils with significant learning difficulties, despite making excellent progress, do not reach nationally expected levels at the end of Year 6. Results in national tests vary depending on the mix of pupils. In Year 6 they were average overall in 2006 but above average in science and reading. Children make an excellent start in the Foundation Stage and continue to make excellent progress in every class. The below average results in national tests at the end of Year 2 are an excellent achievement, given the children's attainment on entry to the school. The majority of pupils reach expected levels and just a few exceed them. Pupils achieve exceptionally well because they use and apply what they learn. Thus Year 2 pupils are well able to take notes, using bullet points, and higher achieving Year 6 pupils use mathematical formulae to calculate the area of complex shapes such as a drawing of a steam engine. The school sets and meets its challenging targets.

Personal development and well-being

Grade: 1

Pupils show outstanding maturity and thoughtfulness. They have a quiet and unassuming confidence because they are aware of their place in the world and self-esteem is high. Most pupils express their ideas with certainty and give good reasons for their opinions. They are tolerant of others and take it for granted that they should respect and value others' views. Spiritual, moral, social and cultural development is outstanding. Pupils feel a sense of wonderment in the world from their studies of creation in different faiths and their close examination of the work of different artists. In both cases, pupils' exceptional art work is the result. Behaviour is outstanding and attendance is good. Pupils wait, listen and respond quickly to teachers and other adults and their good nature and happiness is evident in the easy relationships everywhere. Pupils feel safe in school and take their responsibilities, such as being 'playground friends', seriously. By Year 6, pupils have a sensible view of how to live healthily. Above all they know that life is to be enjoyed and 'everyone should laugh every day'.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Lessons are lively, fun and enjoyable. Teachers take great pains to develop vocabulary, stimulating pupils' curiosity through questioning and extending their capacity for self-expression. In the Foundation Stage, children learn rapidly because of their teachers' infectious enthusiasm and playfulness. By Year 6, pupils delight in using words such as 'plethora' and 'incredulous'. Lessons are exceptionally well planned to include technology, games, quick challenges and times for discussion. In all classes, pupils assess their own and each others' work so they know what they need to do to improve.

A fast pace, good subject knowledge and sensitive marking ensure that high achievers as well as those who find learning difficult are suitably challenged. Above all, praise is given when it is deserved and clear targets for improvement are the norm. As a result, pupils are constructively self-critical and they are very sure that they 'learn through doing'.

Curriculum and other activities

Grade: 1

In this outstanding curriculum, subjects are linked creatively so as to spark pupils' desire to learn. Half-hour 'challenge' sessions at the start of each day engage pupils instantly in learning new vocabulary as well as practising and testing each other's basic skills. Regular 'multiple intelligence days' when pupils from Nursery to Year 6 work together on a wide range of projects, such as building the Eiffel tower from cardboard tubes, provide practical experiences in imaginative contexts. A varied programme of educational visits and visitors to school is complemented by a wide range of extra-curricular clubs, including German. Presentations to parents at the end of units of work develop pupils' confidence and self-esteem and successfully involve their families in their work. The Foundation Stage curriculum provides lively learning experiences indoors and outdoors and this continues into Year 1 where informal learning suits the needs of most learners.

Care, guidance and support

Grade: 1

Systems to support and guide pupils, particularly the most vulnerable and those with learning difficulties and/or disabilities, are outstanding. They are based on clear, no-nonsense policies. The achievement of all pupils is carefully tracked and checked so that any additional assistance is quickly provided. As a result, the number of older pupils needing extra help is low. Rigorous procedures to monitor the school and its work make it a safe and accessible place for all learners. Systems to safeguard children's welfare are strong. Pupils' personal health and emotional development is very successfully promoted both in lessons and through excellent involvement of outside groups such as the community police, fire and nursing services. Above all, the respect that all staff have for pupils makes this an exceptionally caring school.

Leadership and management

Grade: 1

Leadership is exceptional and is responsible for pupils' enjoyment of learning and their outstanding achievements. The assured and consistently high expectations of the headteacher are complemented by the energy and enthusiasm of senior staff and the hard work and creativity of all staff. Systems to train staff and monitor and improve the quality of teaching and learning are rigorous. Although a significant proportion of the teachers are new to the school and some are new to teaching, teaching quality is uniformly outstanding as a result of these measures. Senior staff challenge and support each other and colleagues in equal measure and create time for new ideas and reflection. They make excellent use of national and local initiatives and are not afraid to discard those that do not work for them. The outstanding governing body understands fully the strengths of the school and provides challenge and support to maintain constant improvement.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Jump Primary School, Barnsley, S74 0JW

The inspectors would like you to pass on our thanks to the whole school for their warm and friendly welcome. We very much enjoyed meeting you all. The discussions we had with you and with Year 6 pupils were really good and we were impressed by how well you express your opinions and your evident enjoyment of all that you do at school. You go to an outstanding school that gives you an exceptionally good education. We agree with you that your teachers are excellent and we saw what a lot of fun you have in lessons. You also work very hard. You achieve exceptionally well and standards in English, mathematics and science are higher than in many schools because of this. Your school prepares you extremely well for your future lives. We heard so much laughter and happy voices while we were in your school and also outside on the playground. This is because your school is outstandingly well led and managed. All the staff care about you and they clearly have fun and work hard too.

It is part of our job to point out what schools should do to improve their work. But, this time, I am not making any suggestions as your headteacher and teachers are already getting on with improvements to make sure that your school continues to provide an outstanding education for all of you. We know that you are in safe, caring hands and that your school gives you the best chance of succeeding, both now and in the future.

With very best wishes,