

Jubilee Primary School

Inspection report

Unique Reference Number	100253
Local Authority	Hackney
Inspection number	307339
Inspection date	23 November 2007
Reporting inspector	Peter Sudworth

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	438
Appropriate authority	The governing body
Chair	Ms G Samuels
Headteacher	Ms J Bruton-Simmonds
Date of previous school inspection	1 December 2003
School address	Filey Avenue London N16 6NR
Telephone number	020 8806 5446
Fax number	020 8806 2135

Age group	3-11
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and had a particular focus on: standards and achievement and the attainment of different groups, particularly in mathematics; pupils' personal development and the quality of assessment systems and their impact. Other aspects of the school were not investigated in detail but the inspector found no evidence to suggest that the school's assessments given in its self-evaluation were not justified and these have been included where appropriate in the report.

Evidence was gathered from discussions with the senior leadership team and various other staff, the chair of the governing body, pupils and parents. Parents' questionnaires were analysed. Visits were made to a small number of lessons and an assembly. Work samples and various other documents were examined.

Description of the school

About three-fifths of the pupils at this larger than average primary school with a visually impaired unit speak a language other than English as their first language. Thirty-one different languages are spoken and one in five pupils is at an early stage of learning English. Nearly two-fifths of the pupils have special education needs, much higher than the national average. The school serves a community that contains areas of high deprivation, and just over half the pupils are entitled to free school meals. The percentage of pupils joining or leaving the school at times other than the usual ones is higher than in most schools. Children join the Nursery from age three onwards depending on when places become available. The school has achieved several national and local awards. The headteacher is an executive headteacher who also oversees another school in the Local Authority and shares her time between the two schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Jubilee Primary is an outstanding school. Pupils make excellent progress in reaching average and sometimes above average standards by Year 6. It is very clear why it is a popular and over-subscribed school. A parent sums it up. 'This is a vibrant school with an up-beat feeling.' Results in Year 2 have shown continuous progress over the last five years with an almost similar pattern in Year 6. Results fell back in 2007 because of a very high percentage of pupils with special needs in the Year 6 group. Inspection evidence indicates that pupils are well on track to produce another set of good results in 2008 because of pupils' outstanding progress.

Teaching is at least good in all major respects and often outstanding. Staff's dedication and imagination in planning work are exemplary and reflected in pupils' excellent attitudes to work, behaviour and their outstanding progress. The very good use of visits to museums and the use of visitors, such as business people and service personnel, help to widen pupils' horizons and depth of knowledge. Teachers clearly make learning fun, seen in the exciting approaches to creative and practical learning, combined with a secure grounding in the basics. Year 6 pupils made an outstanding presentation to an assembly about different eras of London's history through music and drama, with background lighting effects prepared and operated by the pupils themselves. Pupils are most interested in the whole of their school life. They participate eagerly in lessons and in the very wide range of extra activities. They demonstrate a very good awareness of safe and healthy living. Pupils are acutely aware of 'eco' issues. They practise their understanding of it through composting and recycling, and engaging in school vegetable gardening activities with an avid interest.

The pupils' voice is truly heard. Pupils accompany staff when they monitor the teaching and learning environment and give their views. All pupils have an opportunity to improve the school through class suggestion boxes. The school council meets regularly. It has done much to benefit the school, for example, it organised a whole school collage to represent healthy eating. Pupils have very definite ideas about how they want the school to be even 'greener'. They also express firm views of justice and rights. This is also a school in which different ethnic groups relate very well to each other and different cultures are truly valued.

The vast majority of parents are highly supportive of the school. Many speak glowingly of the school's work in different dimensions. Parents praise, for example, the very high level of care, good communication and the welcoming atmosphere. They find teachers to be well organised and as one parent puts it, 'cheerful, loving and accommodating.'

The executive headteacher is outstanding. The results of her research studies from across the world into teaching and learning are inherent in the well informed school's philosophy of 'what an educated pupil is'. This philosophy permeates its practice. A parent aptly remarks 'The school is innovative and imaginative.' The school, for example, runs its own play centre. Staff develop very well as professionals because of outstanding opportunities for professional development. There are regular visits and links, for example with Harvard University and with Toronto and China, to research different aspects of learning. Staff visit Spain to learn Spanish to teach the pupils another language. Such links keep teaching and learning fresh and promote very high quality provision. These influences have contributed extremely well to the creative aspect and pupils' excellent all round progress. The school's efforts to enhance the learning environment have been very successful, for example the external amphitheatre and wild life area, which contribute significantly to pupils' learning opportunities.

The governing body is developing well under the strong leadership of its chair, whose plans for its work are very clear and well conceived. Staff work very well as a team. Monitoring of teaching and learning by the senior management team and subject leaders is very good. It results in staff gaining in confidence and expertise and the school's strengths and areas for development being securely grounded in evidence. For example, the staff are working hard to accelerate pupils' progress in mathematics particularly in Years 1 and 2 because rates of progress have not been as rapid as in reading and writing.

Assessment systems are very thorough, enabling the school to meet pupils' individual needs. Staff assess, for example, Reception children quickly for their potential reading capability, which enables staff to focus in on those who show early difficulties. Regular tracking of the pupils' progress throughout the school helps staff to know the pupils really well. It ensures that pupils who are not making expected gains in their progress are picked up quickly and given additional support, often one to one. Pupils know how they can improve their work through responding to their teachers' good quality marking, and by pursuing their individual numeracy, literacy and citizenship targets. The partnership role of parents in the education of their children is recognised not only through regular parents' meetings, but also in providing them with targets to support their children at home.

Staff, including key workers, care extremely well for the pupils' social and emotional development. Visits to the homes of new Nursery children and to the home of every new pupil whose first language is other than English, ensure that pupils are known well and that teachers can provide effectively for their specific needs. Very good links with other professionals support pupils who have learning difficulties or disabilities. The visually impaired pupils, for example, are enabled to be fully included in classes because their needs are thoroughly researched and met. Two teaching assistants, trained in Braille, facilitate the children's involvement.

This is a school that has made excellent progress since its last inspection and has a momentum that enables it to move forward constantly. It is a highly reflective school, which evaluates itself continually, challenges its own practice, and is always seeking to make things even better for its pupils. It has an outstanding capacity to improve even further.

Effectiveness of the Foundation Stage

Grade: 2

The attainment of the children on entry to the Nursery has traditionally been very low. Children make good progress in the Foundation Stage and in 2007 came close to reaching national expectations in the different areas of learning by the end of the Reception year. Teaching is good overall and the provision is well managed and led by its newly appointed leader. Children gain in confidence as they engage in a variety of self-chosen tasks and those directed by the teacher. Reception children enjoyed learning the time making up a large clock on the floor with numbered carpet tiles and later finding simple times using individual clocks. They socialise well and make supportive relationships with one another and with adults. They make a good start in learning letter sounds to support their later very good progress in reading in Years 1 and 2. The Foundation Stage leader has a good perception where improvements can be made, and is now jointly planning with the Nursery to support continuity in children's learning. Assessments of children's learning are carefully recorded and based on secure evidence.

What the school should do to improve further

- Improve rates of progress in mathematics in Years 1 and 2 to equal those made in reading and writing.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	2
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

4 December 2007

Dear Pupils

Inspection of Jubilee Primary School, London, N16 6NR

Thank you for your warm and friendly welcome when I visited your school and for talking to me about it. I thoroughly enjoyed meeting you. You attend an outstanding school because of your headteacher's outstanding leadership, the excellent support that other staff provide and your own very hard work. You make outstanding progress by Year 6 and standards being reached in the school are continually improving. However, I found that the progress made in mathematics in Years 1 and 2, while also improving, has not been as rapid as in reading and writing. I have asked your teachers to pay further attention to this.

The staff take excellent care of you. You thoroughly enjoy school. Teachers provide you with an excellent range of interesting things to study in your lessons with excellent provision for music, drama and art. I enjoyed your assembly presentation very much. Perhaps if I ever return to your school I may be able to listen to your orchestra, which I have heard so much about. You clearly enjoy the wide range of extra activities. You are developing very well as young people, behave extremely well and make a very good contribution to the school's life, for example through the work of the school council and in your environmental work. You show a real concern for others and raise lots of money to help needy people through your imaginative ideas.

Thank you once again. I wish you all very well for the future. I hope that you will continue to work hard and so reach the ambitions you have for yourselves.

Yours sincerely,

Peter Sudworth

Lead Inspector