

Joseph Turner Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 103970 |
| Local Authority | Sandwell |
| Inspection number | 308470 |
| Inspection dates | 25–26 September 2007 |
| Reporting inspector | John Eadie |

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 | 356 |
| Appropriate authority | The governing body |
| Chair | Patricia Hipkins |
| Headteacher | Julia Spittle |
| Date of previous school inspection | 7 March 2005 |
| School address | Powis Avenue Tipton DY4 0RN |
| Telephone number | 01215 578733 |
| Fax number | 01215 576774 |

| | |
|--------------------------|----------------------|
| Age group | 3–11 |
| Inspection dates | 25–26 September 2007 |
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school is in an urban area of significant economic disadvantage. Most pupils are White British and almost all speak English at home. The proportion of pupils with learning difficulties and/or disabilities is well above average. There have been a number of staff changes in the last couple of years and the headteacher took up her post in January 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Parents are very happy that their children attend this school as it is a satisfactory school which is improving rapidly. A year ago, significant numbers of pupils were underachieving. This has been turned round completely so that pupils of all ability levels are now making at least satisfactory progress. Parents recognise this improvement, saying such things as, 'In the last year, the standards of teaching and children's learning have been improved no end'. The principal reason for this improvement is the forward-looking and dynamic leadership of the headteacher. She is ably supported by a very effective new senior leadership team, and together they have ensured that there is a shared drive for improvement throughout the school.

A further strength of the school is pupils' personal development which is good. Behaviour has improved considerably in the last year and pupils are polite and well behaved. They show respect for others, both adults and their classmates, and this is reflected in them playing sensibly and safely. Parents appreciate that their children enjoy school, with several echoing the feelings of one, who said, 'My child loves going to school'. Attendance is below average as a number of parents take their children away on holiday during term time.

All staff know pupils very well and the high level of pastoral care is the major reason for their good personal development. Pupils say that they feel safe and secure and they are confident that there is always an adult that they can turn to. Academic support and guidance is not as strong, as much is in its early stages of development. Although pupils have targets for improvement, these are frequently too broad and pupils are often unaware of their next steps in learning. Pupils are also not fully involved in the process of setting and checking on their progress towards these targets. The school is fully aware of this, and is working to achieve a consistency of approach. Those who find getting on with others difficult are cared for particularly well. The nurture group is very effective in this area, enabling these children to learn to appreciate the feelings of others. This care and concern extends to pupils with learning difficulties and/or disabilities, who are supported well.

Children start in the Nursery with levels of skills and knowledge well below those expected. Provision in the Nursery and Reception classes is good and, by the time they start in Year 1, children have almost reached expected levels. Progress through the rest of the school is satisfactory and pupils attain broadly average standards by the time they leave. Raising standards in writing has been a focus for the school over the last year and the impact of this is clear, with greatly improved standards in English. Standards in mathematics are also much improved, although too few pupils are working at higher levels. In science, standards are still well below average. Teaching has improved over the last year and is the major factor in pupils' improving progress. The satisfactory curriculum has not been developed sufficiently during this period of focus on key skills. The school recognises that pupils are not always building skills successively or having enough opportunities to practise their basic skills in other subjects.

'Satisfactory is not good enough' is the watchword in this school. The progress recently made and the shared desire to do the best for the pupils, clearly demonstrate that the school has the capacity to continue to go onward and upward.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Nursery and Reception classes as a result of consistently good teaching. This focuses on children learning early reading, writing and mathematics skills effectively. Children behave well, work cooperatively in small groups and settle quickly to work. They develop positive attitudes because of consistent routines and regular opportunities to follow their own interests and find out for themselves.

The school is aware of the need to make greater use of the outdoor learning area and to ensure that all the children's needs are met fully when they are learning new sounds and letters. The children are given a good balance of direct teaching and opportunities to develop their independent skills. Children are well cared for and thrive in the safe, calm and welcoming atmosphere. They say that learning is fun and many of them are extremely polite. The recently appointed Foundation Stage leader is providing good strategic leadership and has developed effective ways of assessing children's needs and next steps in learning.

What the school should do to improve further

- Raise standards, particularly in science, and for more able pupils in mathematics.
- Ensure that pupils are fully aware of their next steps in learning and involve them more in the setting and reviewing of these targets.
- Improve the curriculum so that it is more interesting for pupils and so that they build on and practise their literacy and numeracy skills in other subjects.

Achievement and standards

Grade: 3

The progress that pupils make has improved significantly over the last year. In the national tests in Year 6 in 2006, standards were exceptionally low in English, mathematics and science. In the tests in 2007, standards improved dramatically in English and mathematics, almost meeting challenging targets, and they are likely to be close to the national average. However, in science, although standards have improved, they are still well below average because pupils' investigative skills are underdeveloped.

This improved progress is seen throughout the school, and the rapid progress made by most pupils last year has ensured that they are now reaching the standards they should do, relative to their abilities. However, more able pupils in mathematics could reach higher standards if they were given work that is more demanding. This is a much-improved picture as, at this time last year, the majority of pupils were working at levels well below those expected for their abilities. The exception to this picture is in the Nursery and Reception classes, where good progress has been the norm for some years. Overall, standards are still a little below average by the time pupils leave the school, demonstrating satisfactory progress. Pupils with learning difficulties and/or disabilities make the same progress as their classmates as they are given good support.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good. Almost all pupils enjoy school, behave well and are very polite. They feel very well supported by all adults in school. In fact, they say

that there is little about school they would like to change. Pupils' cultural development is only satisfactory because this area of learning has not been systematically taught until recently. The school is aware of this and has clear plans to address the issue. The effective development of literacy, numeracy and information and communication technology skills are preparing pupils well for their future lives.

Pupils say that they feel safe in the school and they do not see bullying as a concern. Rare incidents of bullying are dealt with quickly and effectively. The newly formed school council are thoughtful, reflective and have much to offer. They could take more responsibility for developing both their learning and the school environment, something that they say they would welcome. Pupils talk knowledgeably about the need to eat healthy food and they make sensible choices at lunchtime. They exercise regularly and make the most of the good opportunities to use a range of equipment to keep fit at both play and lunch times. By the time that they leave the school, pupils are mature, confident and well prepared to join their next school.

Quality of provision

Teaching and learning

Grade: 3

Overall the quality of teaching is satisfactory. Pupils enjoy school because most of the teaching is interesting and good use is made of interactive whiteboards and a wide range of opportunities to work with other learners. Clear questioning by teachers, effective demonstrations and pupils' good behaviour make a strong contribution to learning in lessons. Teachers work well with teaching assistants and provide appropriate support for a wide range of pupils, especially those with learning difficulties and/or disabilities. Work is marked regularly, and the oldest pupils act on the comments made to improve their work. However, this good practice is not yet consistent across the school. Too often, the lesson focus is too wide and pupils are not clear about the steps they need to take to produce a good piece of work. This affects the progress they make. Some lessons also move at too slow a pace, with pupils doing one activity for too long when many need to move on to more challenging work. Teaching in the Nursery and Reception is good because teachers plan a good range of exciting activities that meet the needs of the children.

Curriculum and other activities

Grade: 3

The school recognises that it has not developed the curriculum sufficiently while it has focused on literacy and numeracy. All subjects are taught but the focus has been on knowledge, and the building of skills has suffered. There are already plans in place to address this. In Nursery and Reception and in Year 6, the curriculum is well planned to meet the needs of the range of abilities, but this is not so well done in other year groups and subjects, particularly in mathematics where the needs of the more able pupils are not always met. A good number of visits and visitors make the curriculum more interesting for the pupils. The range of after-school clubs is more limited. There are developing links with a local church, which enable pupils to develop performance skills, when they present a nativity play, for example. Planning for pupils with learning difficulties and/or disabilities is good and enables these pupils to make similar progress to their classmates.

Care, guidance and support

Grade: 3

Pastoral care is very good, and provides pupils with an environment in which they feel safe and well supported. Arrangements for child protection are rigorous and appropriate risk assessments are in place to keep pupils safe. A particular strength of pastoral care is the nurture group, which helps pupils for whom socialising is difficult, to learn social skills.

Academic guidance is in an early stage of development. The school has good records of pupils' progress from year to year, but these are not well enough used to ensure good progress. Pupils have targets but the consistency with which these are used varies. They are often insufficiently precise and pupils are unclear about their next step in learning. Pupils are not involved in the process of setting their own targets and do not have enough opportunities to check on their own progress.

Leadership and management

Grade: 2

The major reason for the rapid improvement over the last year is the school's good leadership and management. The headteacher has rightly focused on raising standards in the key areas of literacy and numeracy and this has been very successful. The new senior leadership team has been instrumental in helping to drive these improvements, and particularly in raising the expectations of teachers. A great deal of thought has been put into transition, both through the school and to the next stage of education, and hard work has ensured good links, particularly with the secondary school to which most pupils transfer.

Much of the reason for the rapid progress has been the extremely honest and accurate evaluation of the school's effectiveness. Governors have been very supportive and are closely involved in monitoring pupils' progress. However, their role in checking on the effectiveness of teaching and other aspects of the school and in self-evaluation is not so well developed, which limits to some extent their ability to hold the school to account and play a full part in the process of school improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

Overall effectiveness

| | |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| 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? | 3 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 3 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| 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

27 September 2007

Dear Pupils

Inspection of Joseph Turner Primary School, Tipton, DY4 0RN

Thank you so much for welcoming Mrs Noble, Mrs Watson and me when we visited you. We very much enjoyed talking to you and hearing how much you enjoy school. We weren't surprised by this as, although it is giving you a satisfactory education now, it is improving rapidly.

We think the best things about your school are:

- You behave really well and are polite and sensible.
- Your headteacher and teachers have made lots of improvements and they have plans to make the school keep on getting better.
- All adults look after you really well and you feel safe in school.
- The children in the Nursery and Reception classes make good progress.
- Although your lessons and the progress that you make are satisfactory at present, they are improving well.

We have suggested to your school that these things need improving:

- You are not doing well enough in science and those of you who find maths easy aren't always given hard enough work.
- The targets that you have don't always tell you what you need to learn next and you are not encouraged often enough to keep a check on how well you are doing yourselves.
- The work that is planned for you does not always help you to learn new skills or practise the skills that you have learnt, in literacy and numeracy for example, in other subjects.

Keep up the good work and I know that you will do all you can to help to make the school better.

Yours sincerely

John D Eadie Lead Inspector

Joseph Turner Primary School

Inspection report

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | 356 |
| Appropriate authority | The governing body |
| Chair | Mrs Patricia Hipkins |
| Headteacher | Miss Julia Spittle |
| Date of previous school inspection | 7 – 9 March 2005 |
| School address | Powis Avenue Tipton West Midlands DY4 0RN |
| Telephone number | 01215 578733 |
| Fax number | 01215 576774 |

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Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
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Overall effectiveness of the school

Grade: 3

Parents are very happy that their children attend this school as it is a satisfactory school which is improving rapidly. A year ago, significant numbers of pupils were underachieving. This has been turned round completely so that pupils of all ability levels are now making at least satisfactory progress. Parents recognise this improvement, saying such things as, 'In the last year, the standards of teaching and children's learning have been improved no end'. The principal reason for this improvement is the forward-looking and dynamic leadership of the headteacher. She is ably supported by a very effective new senior leadership team, and together they have ensured that there is a shared drive for improvement throughout the school.

A further strength of the school is pupils' personal development which is good. Behaviour has improved considerably in the last year and pupils are polite and well behaved. They show respect for others, both adults and their classmates, and this is reflected in them playing sensibly and safely. Parents appreciate that their children enjoy school, with several echoing the feelings of one, who said, 'My child loves going to school'. Attendance is below average as a number of parents take their children away on holiday during term time.

All staff know pupils very well and the high level of pastoral care is the major reason for their good personal development. Pupils say that they feel safe and secure and they are confident that there is always an adult that they can turn to. Academic support and guidance is not as strong, as much is in its early stages of development. Although pupils have targets for improvement, these are frequently too broad and pupils are often unaware of their next steps in learning. Pupils are also not fully involved in the process of setting and checking on their progress towards these targets. The school is fully aware of this, and is working to achieve a consistency of approach. Those who find getting on with others difficult are cared for particularly well. The nurture group is very effective in this area, enabling these children to learn to appreciate the feelings of others. This care and concern extends to pupils with learning difficulties and/or disabilities, who are supported well.

Children start in the Nursery with levels of skills and knowledge well below those expected. Provision in the Nursery and Reception classes is good and, by the time they start in Year 1, children have almost reached expected levels. Progress through the rest of the school is satisfactory and pupils attain broadly average standards by the time they leave. Raising standards in writing has been a focus for the school over the last year and the impact of this is clear, with greatly improved standards in English. Standards in mathematics are also much improved, although too few pupils are working at higher levels. In science, standards are still well below average. Teaching has improved over the last year and is the major factor in pupils' improving progress. The satisfactory curriculum has not been developed sufficiently during this period of focus on key skills. The school recognises that pupils are not always building skills successively or having enough opportunities to practise their basic skills in other subjects.

'Satisfactory is not good enough' is the watchword in this school. The progress recently made and the shared desire to do the best for the pupils, clearly demonstrate that the school has the capacity to continue to go onward and upward.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Nursery and Reception classes as a result of consistently good teaching. This focuses on children learning early reading, writing and mathematics skills effectively. Children behave well, work cooperatively in small groups and settle quickly to work. They develop positive attitudes because of consistent routines and regular opportunities to follow their own interests and find out for themselves.

The school is aware of the need to make greater use of the outdoor learning area and to ensure that all the children's needs are met fully when they are learning new sounds and letters. The children are given a good balance of direct teaching and opportunities to develop their independent skills. Children are well cared for and thrive in the safe, calm and welcoming atmosphere. They say that learning is fun and many of them are extremely polite. The recently appointed Foundation Stage leader is providing good strategic leadership and has developed effective ways of assessing children's needs and next steps in learning.

What the school should do to improve further

- Raise standards, particularly in science, and for more able pupils in mathematics.
- Ensure that pupils are fully aware of their next steps in learning and involve them more in the setting and reviewing of these targets.
- Improve the curriculum so that it is more interesting for pupils and so that they build on and practise their literacy and numeracy skills in other subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The progress that pupils make has improved significantly over the last year. In the national tests in Year 6 in 2006, standards were exceptionally low in English, mathematics and science. In the tests in 2007, standards improved dramatically in English and mathematics, almost meeting challenging targets, and they are likely to be close to the national average. However, in science, although standards have improved, they are still well below average because pupils' investigative skills are underdeveloped.

This improved progress is seen throughout the school, and the rapid progress made by most pupils last year has ensured that they are now reaching the standards they should do, relative to their abilities. However, more able pupils in mathematics could reach higher standards if they were given work that is more demanding. This is a much-improved picture as, at this time last year, the majority of pupils were working at levels well below those expected for their abilities. The exception to this picture is in the Nursery and Reception classes, where good progress has been the norm for

some years. Overall, standards are still a little below average by the time pupils leave the school, demonstrating satisfactory progress. Pupils with learning difficulties and/or disabilities make the same progress as their classmates as they are given good support.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good. Almost all pupils enjoy school, behave well and are very polite. They feel very well supported by all adults in school. In fact, they say that there is little about school they would like to change. Pupils' cultural development is only satisfactory because this area of learning has not been systematically taught until recently. The school is aware of this and has clear plans to address the issue. The effective development of literacy, numeracy and information and communication technology skills are preparing pupils well for their future lives.

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Quality of provision

Teaching and learning

Grade: 3

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Curriculum and other activities

Grade: 3

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Care, guidance and support

Grade: 3

Pastoral care is very good, and provides pupils with an environment in which they feel safe and well supported. Arrangements for child protection are rigorous and appropriate risk assessments are in place to keep pupils safe. A particular strength of pastoral care is the nurture group, which helps pupils for whom socialising is difficult, to learn social skills.

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Leadership and management

Grade: 2

The major reason for the rapid improvement over the last year is the school's good leadership and management. The headteacher has rightly focused on raising standards in the key areas of literacy and numeracy and this has been very successful. The new senior leadership team has been instrumental in helping to drive these improvements, and particularly in raising the expectations of teachers. A great deal of thought has been put into transition, both through the school and to the next stage of education, and hard work has ensured good links, particularly with the secondary school to which most pupils transfer.

Much of the reason for the rapid progress has been the extremely honest and accurate evaluation of the school's effectiveness. Governors have been very supportive and are closely involved in monitoring pupils' progress. However, their role in checking on the effectiveness of teaching and other aspects of the school and in self-evaluation is not so well developed, which limits to some extent their ability to hold the school to account and play a full part in the process of school improvement.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate. | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
|--|------------|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| 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? | 3 |
| The effectiveness of the Foundation Stage | 2 |
| The effectiveness of boarding provision | |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

| | |
|--|----------|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

| | |
|---|----------|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 3 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|---|----------|
| How effective are teaching and learning in meeting the full range of learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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.

Leadership and management

| | |
|--|------------|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| 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 |



27 September 2007

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Inspection of Joseph Turner Primary School, Tipton, DY4 0RN

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We think the best things about your school are:

- You behave really well and are polite and sensible.
- Your headteacher and teachers have made lots of improvements and they have plans to make the school keep on getting better.
- All adults look after you really well and you feel safe in school.
- The children in the Nursery and Reception classes make good progress.
- Although your lessons and the progress that you make are satisfactory at present, they are improving well.

We have suggested to your school that these things need improving:

- You are not doing well enough in science and those of you who find maths easy aren't always given hard enough work.
- The targets that you have don't always tell you what you need to learn next and you are not encouraged often enough to keep a check on how well you are doing yourselves.
- The work that is planned for you does not always help you to learn new skills or practise the skills that you have learnt, in literacy and numeracy for example, in other subjects.

Keep up the good work and I know that you will do all you can to help to make the school better.

Yours sincerely

John D Eadie
Lead Inspector