

# Jubilee Primary School

## Inspection report

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<b>Unique Reference Number</b>	133662
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	316183
<b>Inspection dates</b>	4–5 June 2008
<b>Reporting inspector</b>	Sue Rogers

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	413
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nick Abraham
<b>Headteacher</b>	Ms Florence Wilson
<b>Date of previous school inspection</b>	6 October 2003
<b>School address</b>	Tulse Hill London SW2 2JE
<b>Telephone number</b>	020 8678 6530
<b>Fax number</b>	020 8674 8905

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Jubilee Primary is a large and complex primary school that serves a diverse multicultural community in an urban area. Most of the pupils are of minority ethnic origin and the vast majority come from families whose first language is not English. The number of pupils who take free school meals is well above average. Families move in and out of the area more frequently than is usual. An above average proportion of pupils have learning difficulties and/or disabilities, mostly with speech and language problems. In addition, there is a specialist centre that caters for pupils with hearing impairment.

Three Lambeth schools were amalgamated and housed in a new building, to form Jubilee one year before the last inspection. Since that inspection, there have been changes of headteacher, chair of governors and most of the senior management team. In September 2006, the headteacher of St Jude's was appointed interim headteacher of Jubilee. In January 2008 a consultant headteacher was appointed to lead and manage the school on a day to day basis. The school is now part of a 'soft' federation with St Jude's Primary School and the head of St Jude's is the executive headteacher of Jubilee.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Jubilee Primary is an improving school where pupils make satisfactory progress in their lessons and in their personal development. It took some time for the school to settle after the integration of the three schools into one. Staff and pupils had to adjust to the transition. As a result, the quality of teaching in the school deteriorated and pupils' made poor progress. However, leadership of the school is now more secure. The current headteacher, executive headteacher and deputy headteacher work very well together. They have very clearly identified the necessary areas for development and the rate at which pupils make progress has begun to improve.

Children enter the school with skills and knowledge that are weaker than would generally be expected of three-and-four-year olds. Their language skills are especially weak, sometimes because English is not their first language. They make satisfactory progress, taking into account their low starting points, to reach standards that are nonetheless exceptionally low at the end of Year 6. Leaders know that it is important to raise standards and their efforts to do so are beginning to pay off. Pupils in the Foundation Stage and Key Stage 1 are now working at levels that are broadly in line with national expectations. Progress in Key Stage 1 has improved, because of good teaching, and is now good. Progress in Key Stage 2 is uneven, particularly in mathematics, as teaching here is more variable. Nevertheless, by the time they take national tests in Year 6, learners have caught up to the extent that their progress is satisfactory. Pupils who need support because they struggle with literacy make progress that is at least satisfactory, and sometimes good. This is because of the use of well-managed teaching assistants. However, the school recognises that pupils who are more able do not always get enough attention and that too few pupils achieve at higher levels. Pupils receive satisfactory information on what they need to do to improve, but this aspect of teaching is not yet consistent enough to accelerate progress further. Teaching in the specialist centre is good and integration of pupils with hearing impairment aids the personal development of all. Pupils enjoy learning to use sign language, for example, and staff expertise is used well in mainstream classes. The curriculum has been reviewed and is satisfactory.

Parents who responded to the inspection survey said that they are confident that their children are well cared for, feel safe and enjoy school. The pupils confirmed this, and are enthusiastic about their lessons. They made comments such as 'I like it because everyone is special in their own way'. Remarks such as this and the content of assemblies and the celebrations of festivals help to confirm that pupils' spirituality has improved since the last inspection. As a result, spiritual, moral, social and cultural education is satisfactory. Relationships are strong and support pupils' satisfactory behaviour. The school has worked hard to improve attendance and this is also satisfactory. Pupils enjoy taking on responsibility and there is a newly established school council. Improvements in provision for information communications technology (ICT) and pupils' improving progress, especially in speaking and listening, mean that they are satisfactorily prepared for the next stages of their education. Pupils also make adequate progress in learning to be healthy.

There is now a good steer from senior leaders after a difficult period. Leaders have worked very hard to improve teaching and to restructure management responsibilities, so that middle managers are more effective. The governing body is now satisfactorily challenging and supporting the school. Areas for improvement at the last inspection have all been addressed, with some success. Recent encouraging improvements in pupils' progress show that the school has a satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is improving. The Nursery is well organised and has a well-designed outdoor learning area. This gives young children a good start to their education. Children in the Nursery make good progress because they now benefit from full time education and additional teaching assistant support for developing language skills. For instance, the children very much enjoyed talking about and making The Three Billy Goats Gruff. They continue to make satisfactory progress in the Reception classes. However, here the classrooms are small and do not have direct access to the outdoor area. This limits the use of practical, hands on experience and opportunities for independent learning.

Teacher assistants are well trained and they effectively promote learning. Links with parents are satisfactory and this helps children to settle down quickly and get familiar with the routines. Parents also come to know how to support their children in their learning. By the time children enter Year 1, they are now working at standards that are close to national expectations.

### What the school should do to improve further

- Increase the number of pupils who are working at levels that are above national expectations by ensuring that all pupils are given enough challenge in their work.
- Ensure the quality of teaching and learning in Key Stage 2 is consistently satisfactory or better, especially in mathematics.
- Make sure that pupils have consistently clear, specific information about what they need to do to improve.

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

All groups of pupils make satisfactory progress overall, but progress is uneven, because teaching is inconsistent. There have been good improvements in progress in mathematics and English in Key Stage 1, and in English in Key Stage 2. Pupils who do not speak English when they start settle quickly and do as well as the others because of satisfactory extra support. The school has effectively tackled weaknesses in writing by reviewing the curriculum and teaching letter sounds using a new scheme of work. Leaders know that there is more work to be done in raising standards in all subjects and making sure that there is enough challenge for more-able pupils. Overall, standards are still exceptionally low. Mathematics is a particular weakness, especially as learners' problem solving skills are underdeveloped.

## Personal development and well-being

### Grade: 3

Relationships between staff and pupils are good and pupils are confident that they can talk to adults if they have any personal concerns. Learners generally behave well in lessons, but there is a little inconsistency in classroom management. Where lessons are less engaging pupils can become fidgety. Behaviour in classrooms and around the school is satisfactory overall. The school has improved both attendance and punctuality through starting 'Early Bird Club' where

pupils are given free breakfast. Pupils are developing their commitment to healthy lifestyles through the school's specific emphasis on healthy eating and sporting activities. Pupils feel that they are listened to, and are learning to take their responsibilities seriously. Work by the school council, on starting after school clubs and 'playground buddies', helps pupils to prepare for active citizenship. They take a lead in collecting funds for charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although teaching is sometimes good, it is not consistent across the school. Teachers generally manage their classes well except for occasions when they talk for too long and pupils become restless. Pupils have the opportunity to work in pairs and groups, contributing effectively to their personal development. However, teachers do not always plan to ensure that learners work at their highest level of capability. Teaching assistants are well integrated into the lesson and support pupils with learning difficulties and/or disabilities effectively so that they understand what is wanted and make progress. Pupils get satisfactory, but inconsistent day-to-day feedback from teachers telling them how to improve their work. Strategies to involve pupils in evaluating their own learning are recent and are not yet fully embedded. The quality of teaching at the specialist centre is good. Pupils make good progress there because of very focused teaching, tailored to their needs.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum has been adapted to meet the school's immediate needs and is still under review. Leaders are developing opportunities for the teaching of literacy, numeracy and ICT in other subjects. The school makes good use of subjects such as geography, religious education, English and music to promote pupils' awareness of the cultural diversity of the community. Provision for pupils who need help with their language because they are struggling is improving and is good at times. It is satisfactory for pupils who are learning English as an additional language. The school has responded well to the needs of its community with hearing impairment. It has integrated pupils from the specialist centre into the mainstream classes very effectively, so that they can cover the wider curriculum. A structured programme for personal, social and health education satisfactorily promotes safe and healthy lifestyles. The learners are very happy about the improving programme of visits designed to support their learning.

### **Care, guidance and support**

#### **Grade: 3**

Pupils' personal development is a high priority for the school and staff respond to pupils' concerns promptly. The school makes good use of outside agencies to support and guide pupils. The learning mentor provides effective support to pupils and families. Needs of pupils who are behind in their work are identified quite early and intervention strategies to support their learning are satisfactory. The school has implemented effective systems for tracking individual pupils' progress throughout the school and is now using the information to improve standards further. Pupils know their targets for improvement in English and mathematics. However, staff do not yet consistently monitor, review and set new targets to measure progress. Teachers' marking of pupils' work is also satisfactory, but variable.

## Leadership and management

### Grade: 3

The current senior management team has done well in evaluating the school's overall strengths and weaknesses. Systems for monitoring teaching are good, and have helped leaders to improve teaching skills and the learning environment. Useful assessment systems have been introduced, in order to track pupils' progress and set challenging targets. However, this information is not yet analysed well enough for leaders to know precisely which areas need tackling so they can make improvements as efficiently as possible. Middle managers are currently variable in their abilities to drive forward improvement. The management of mathematics is inadequate and this is why pupils do less well in this subject. Senior leaders recognise this and reorganisation and training of all middle management is underway, with posts of responsibility redesigned to meet the school's needs.

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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?	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	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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

18 June 2008

Dear Pupils

Inspection of Jubilee Primary School, London, SW2 2JE

Thank you very much for making us welcome and helping us when we visited your school. We enjoyed visiting your classes and talking to some groups of pupils. It was good to hear how much you like school and to talk to your new school council about their work.

We think that your school is satisfactory. This means that some things about it are good and others could be better. Your school was not as good as it could have been for a while, but your headteachers have been working hard to make things better. As a result, the school is beginning to improve. Now you are making satisfactory progress in your work and behaviour is satisfactory too. Most of you show good behaviour, but a few of you do not do so well if lessons are less interesting.

The teaching is satisfactory and is sometimes good, particularly in Key Stage 1. However, it could be better at times in Key Stage 2, especially in mathematics. Your teachers and other helpers all work very hard to look after you and to plan your lessons. However, we think that there are some lessons when the work is a little too easy for some of you. Teachers work hard to mark your work and tell you what to do but they do not always give you enough information.

We have asked teachers to carry on with school improvement by trying to make sure that:

- all of you are given enough challenge in your work
- teaching in Key Stage 2 is always good enough, especially in mathematics
- you always have clear information about what you need to do to improve.

You can play your part in improving your own learning and helping others at school by making sure that you behave well all the time.

Yours sincerely,

Sue Rogers

Lead Inspector