

Jubilee Park Primary School Profile

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Jubilee Park Primary School

Highfield Road

Tipton, West Midlands, DY4 0QS

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<http://www.jubileeparkprimary.uk.org>

Children's Service Authority:	Sandwell
Age range:	3-11
Number of pupils:	234
Head teacher:	Mrs H. Conner
Chair of governors:	Cllr D Rowley

What have been our successes this year?

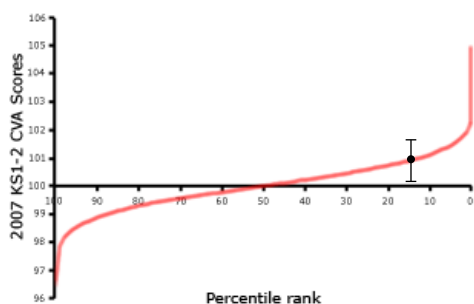
- External quality assurance visits (including OFSTED) have been overwhelmingly positive and supportive of the work the school is doing in raising standards. All judgements indicate that: **'Jubilee Park is a good school.'**
- We have a good teaching profile, with the capacity for it to be outstanding (10/11)
- Results at the end of FS, KS 1 and KS 2 are broadly at national standards (in the number of pupils attaining 6pts+, L2+ and L4+)
- Across the school there is evidence of accelerated pupil progress in the majority of year groups and the value we add to pupil progress is significant.
- Our inclusion provision remains a strength.
- Our attendance levels remain above national standards.
- Tipton North Extended Partnership (TNEP) is a key partner for the school in implementing the core offer. They are based on our site providing an excellent community facility for all. Its work is recognised as effective both locally and nationally.
- Our extended schools provision continues to be extremely successful, in conjunction with TNEP we now provide wrap around care throughout the year.

- Robust procedures safeguard our pupils (including those of an e-Safety nature)
- Our School Council continues to initiate change and publicise their work.

What are we trying to improve?

- To continue to raise standards and accelerate pupil progress in **all** subjects.
- To continue to make improvements to the quality of teaching and learning, in order to make the provision for our pupils **outstanding**.
- To provide further challenge in lessons to stretch the ability of **all** of our pupils.
- To redesign the curriculum to ensure that is innovative, creative and has meaningful cross curricular links for our pupils.
- To promote and enhance our ICT provision.
- To continue to improve the aesthetics of our site to provide a quality learning environment for all.
- Widen community links to further enrich the curriculum and our out of hour's provision for all our pupils.
- To further embrace the support of the Learning Improvement Partnership and TNEP to support in raising standards and in achieving the core offer for our community.
- To foster effective partnerships with parents in order to accelerate learning and pupil progress.
- Improve the punctuality of our pupils and continue to tackle absenteeism.

How much progress do pupils make between age 7 and 11?



- Our school I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

- Our Contextual Value Added (KS 1-2) indicates a stable trend over the last three years; results are stable and value added is *at least* good.

- Generally pupil achievement is above socio-economic expectations.

- Pupil achievement in English, Maths and Science in **10/11** at the end of FS, KS 1 and 2 is good.

- Trends over time indicate that pupils make *at least* good progress in EYFS and this is mirrored in both KS 1 and KS 2.

- Attainment trends at the end of **FS** are stable and broadly in line with national expectations.

- Attainment trends at end of Year **KS 1** results are stable and broadly in line with national expectations in core subjects. There is an improving trend of results at L3+ at the end of KS 1.

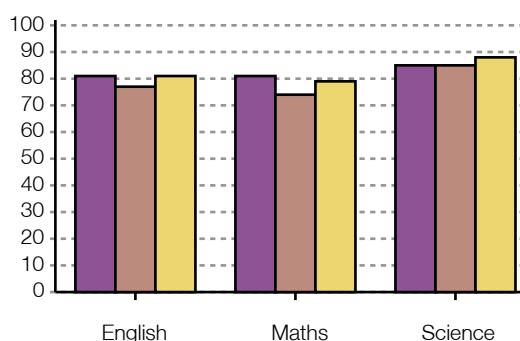
- Attainment trends at the end of Year **KS 2** results are broadly in line with national expectations in English, Maths and Science (**L4+**) There is a stable trend of results at **L5** in all core subjects.

- The proportion of pupils gaining **L4 in both English and Maths** is in line with national performance.

- The proportion of pupils **achieving two whole levels in English and Maths** is above national performance.

- Our provision for inclusion is **good** - including the number of pupils on the SEN register making two whole levels in English and Maths.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

Overall standards are in line with national at the end of KS 2 (L4)

Pupil achievement are high and attainment is at least average (10/11)

The three year average for contextual value added is at least good in all core subjects (from KS 1 to KS 2)

The achievement for all groups of pupils is good.

English

- English (CVA- pupil progress) in 2010 was good (100.8)
- Pupil attainment in English is above National performance at L4.

Maths

- Maths pupil progress in 2010 was **at least** good (102.0) and was significantly higher than expected
- Pupil attainment at the end of KS 2 in Maths is above national expectations at L4 and 5

Science

- Science pupil progress in 2010 was **at least** good (101.9) and was significantly higher than expected
- Pupil progress at the end of KS 2 in Science is above national expectations at L4 and 5

How have our results changed over time?

Pupil achievement is good.

Foundation Stage:

- Attainment on entry is broadly in line with national.
- Trends over time are stable.
- Overall pupil attainment is at national averages at the end of the EYFS in Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy and PSED.
- Pupil progress is **at least good** from a very low baseline entry by the end of the EYFS.

KS 1:

- There is an improving trend of results at the end of KS 1 in reading, writing and maths.

- Standards are stable in Reading and improving in Writing and Maths.

KS 2:

- There is a stable trend of results in the proportion of pupils attaining L4+ in all core subjects.
- There is a stable trend of results in the proportion of pupils attaining L5 across Maths and Science.
- There is a stable trend of results in the proportion of pupils gaining L4 in both English and Maths and in the proportion of pupils achieving two whole levels in both subjects.

How are we making sure that every child gets teaching to meet their individual needs?

- Learning is personalised for pupils according to pupil tracking. Lessons cater for different learning styles and are appropriately differentiated.
- Groups of pupils (including G&T and more able) are targeted to achieve their potential through intensive teaching from the class teacher and learning support team, plus a programme of booster work is in place where required.
- We have a good learning support team in school whom adequately support the needs of our vulnerable children
- Our LM removes barriers to learning and provides much needed work for key pupils on self-esteem and confidence
- A Disability Equality Scheme is shared with all stakeholders and we actively work towards improving our provision for ALL - inclusion remains at the heart of the ethos of our school
- Pupils with learning and speech difficulties are identified in the FS and are provided with a specific programme of work to accelerate their acute and expressive language delay
- Excellent links are forged with external agencies to help us work in partnership to best meet the needs of our pupils. The school SEN provision is effective
- Cultural education permeates our curriculum and successfully integrates our ethnic minority pupils, whilst promoting wider community cohesion

How are we working with parents and the community?

- A range of meetings and workshops involve parents in children's learning. Targets are set with parents to improve pupil progress and continue learning at home
- Parents are invited to discuss areas for development via questionnaires, and via our Parental Council, which contribute to our School Improvement Plan
- Parents with Nursery pupils are invited to Stay and Play sessions encouraging interaction with children and staff
- Parent Induction talks are held for children at key transition points
- Parent Volunteers are trained to provide support to children in the classroom
- The local health service provides health and well-being and sessions for our parents in our community facility
- Adult learning opportunities are coordinated within our Tipton North Extended Partnership and opportunities for learning courses and bespoke events are facilitated on site
- Local feeder secondary schools provide assemblies for pupils, taster days, events and Y7 specialist teachers
- Parents are consulted on important policy developments and reviews
- The school website and learning gateway is a source of information for all
- We have developing links with our local churches
- The school works in partnership with outside agencies to actively safeguard pupils

What have pupils told us about the school, and what have we done as a result?

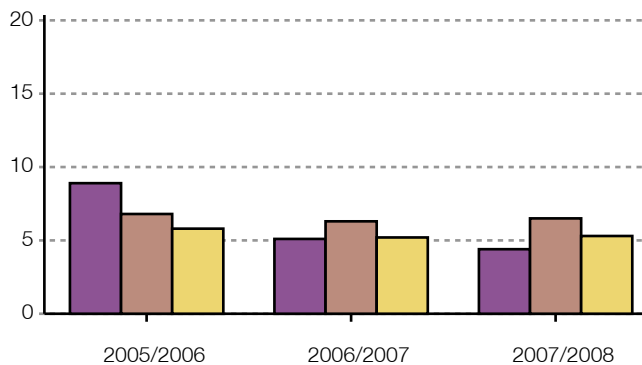
- As a result of children's wishes to improve the environment, the school has developed an outdoor classroom and garden
- Buddy Stops/ a Buddy System have been introduced as a result of the work of the School Council. These have had a positive impact upon behaviour at playtimes
- The School Council have worked to install a water cup dispenser to provide improved access for all to the water filter system in school
- On request, the School Council asked for an end of year 'fun' event for all. The school have held a 'Big Lunch' fayre each year involving food and fun activities for all stakeholders on site

- Children also requested additional resources to play with during the lunchtime period. This also supports schools healthy school message and has reduced the number of negative lunchtime incidents
- Children requested that their playground be refurbished to provide more activities for them at break times. The playground has now been remarked, equipment purchased and target boards installed
- On request all toilets are now themed for our pupils
- Improvements in the seating areas for the KS 2 and KS 1 playgrounds to allow for quieter activities have been made
- The School Council have been instrumental in improving the aesthetics to our site

How do we make sure our pupils are healthy, safe and well-supported?

- The school follows all Local and National guidelines for protecting children from danger. All staff, visitors, contractors and voluntary helpers are police checked and references are requested where applicable
- Robust Child Protection arrangements are in place
- There is a clear behaviour policy, which is based on positive reinforcement
- The school has systems and policies in place to prevent and tackle any incidents of bullying, discrimination and racist attitudes
- The Learning Mentor monitors positive and negative behaviour and targets pupils at risk appropriately
- Pupil attitudes and self esteem are measured and ensures appropriate targeting by the LM
- A Walking Bus, out of hours wrap around care provision, and an effective curriculum encourages healthy lifestyles and promotes pupil well-being
- We also have a clear Food in School Policy where we promote good health by encouraging children to only consume healthy food on our site.
- Our PE curriculum provides a balance of activities and many of our extra-curricular activities involve physical activity. Active play is also facilitated at break and lunchtimes
- An extensive array of policies, ensuring the safety and well-being of pupils, are reviewed, updated and shared annually

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

- **Absence rates are consistently lower than the national average.**

- Over the last four years (06-10) absence rates have fallen substantially. We have achieved above the nationally expected 95% target for pupil attendance for three consecutive years. Pupil absence rates are falling. We have few persistent absentees

- Good attendance and punctuality are a high priority in our school.

- Attendance monitoring systems and a more effective curriculum have brought about significant improvements in our absence rates

- School systems to tackle attendance include:

1. First day contact.

2. Weekly attendance checks by the Head Teacher.

3. Interviews with target families.

4. Use of our out of hour's provision and walking bus to target poor attenders.

5. Termly attendance trip.

6. Weekly attendance raffles.

7. Weekly class attendance awards.

8. Raising the profile of attendance through weekly attendance assemblies, displays, incentives, annual Attendance Week and collective staff responsibility for good attendance.

9. The work of the Learning Mentor targets pupils at risk.

10. A strong partnership with the Education Welfare Service.

11. Interviews for all families who request a holiday in term-time. **We only authorise holidays in exceptional circumstances and not for pupils in Y2 or Y6.**

What activities and options are available to pupils?

- Visiting specialists and coaches, through partnerships with local schools, support and deliver aspects of our curriculum, including our music provision.
 - All children have the opportunity to learn a musical instrument. Children in Y3 also participate in a specialist music programme where they learn to play the keyboard.
 - All our children have the chance to attend at least one trip or event on a termly basis, providing invaluable curriculum enrichment (this includes access to drama and theatre workshops)
 - A healthy breakfast club runs on a daily basis from 8am - 9am
 - The Extra Time Club offers our children high quality; stimulating activities daily between 3:30pm and 6pm
 - There are a number of extra curricular activities for all of our pupils each night, during lunchtimes and before school hours which includes an out of hour's library provision
 - We work in close partnership with TNEP to improve access to local extended services (such as holiday clubs, local sports clubs, cultural events etc) maximising opportunities and resources for our pupils
 - Pupils have the opportunity to attend at least one residential trip annually
 - All pupils in Key Stage 2 have the opportunity to learn French
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What do our pupils do after leaving this school?

The vast majority of pupils transfer to our local feeder secondary schools: Alexandra and RSA.

Effective processes for a smooth transition of these pupils are in place involving:

1. Year 5 and 6 Taster Days and events at Secondary School.
2. Common Sandwell Y6 Induction Days for all Y6 pupils annually.
3. Joint visits with cluster schools to events held centrally, including sports events for school teams.
4. A varied menu of activities (out of hours) for all pupils, regardless of age, at the local feeder secondary schools throughout the year, providing invaluable opportunities for children to network with peers, staff and become familiar with secondary sites.
5. Our teachers have the opportunity to share pupil work with secondary school staff, important individual pupil personal information and needs, data and also set targets for transferring pupils.
6. Transition units of work are taught in preparation for Y7.
7. A portfolio of work is completed for continuation in Year 7.
8. Transition mentors from secondary schools liaise closely within key staff in our setting to support children transferring to both sites at this crucial stage in their education.

Ofsted's view of our school

The school provides a satisfactory education and good leadership and management is ensuring that it is on an upward trend. The headteacher, working very closely with senior managers, has put in place regular and rigorous procedures to track the progress of pupils and check on the quality of lessons. This has enabled the school to recognise its strengths and weaknesses very well. It has been effective in putting in place measures to address the high level of underachievement that has existed in the past. As yet, these measures have not had time to impact fully on improving standards but there is clear evidence that pupils' achievements are improving.

Achievement overall is satisfactory and, whilst provision in the Foundation Stage is satisfactory, only a minority of children who begin Year 1 have attained the expected levels. Standards in English, mathematics and science are exceptionally low consequentially pupils are not being adequately prepared for the next stage of their education. Many pupils are striving to make up lost ground because of significant disruptions to teaching which adversely affected the results in national tests in 2006. Also, the quality of teaching at that time did not enable pupils to make the progress they should. Both these factors have been, and continue to be, tackled in a robust manner which is resulting in significant improvements. The rate of pupils' progress in acquiring basic literacy and numeracy skills is now often much better than expected, particularly in Reception and Years 2, 5 and 6, although it is satisfactory in other year groups. Attendance figures have shown a dramatic improvement over the past 12 months and are now satisfactory, and this has had a positive effect on pupils' achievements.

Any underperformance is challenged within an atmosphere of support and guidance. Satisfactory teaching and learning, allied to a sound curriculum that is increasingly meeting the needs of pupils, ensure that pupils are now making the progress they should. The proportion of good teaching is

increasing as the measures to improve teaching are taking effect. Occasionally, higher attaining pupils are not quite stretched as much as they could be because the work they are given is a little too easy and this hinders their progress.

Pupils' personal development is good. Pupils are well behaved, attentive and generally work hard in lessons. They enjoy school and like the way they are treated, commenting that the adults 'treat us fairly'. They feel involved in the life of the school. Pupils are particularly animated about the work of the school council which they see as making a real difference to the school. Pupils are also very positive about the good level of care, support and guidance they receive. They feel safe and secure and well looked after. Pupils know that the school is very actively encouraging them to lead healthy lives. They appreciate the steps taken to do this, as one Year 6 pupil commented, 'without the chocolate and the sweets we are starting to work better'. Although pupils have many of the personal attributes that equip them for the next stage in life, their weak basic skills means that they are not fully prepared to take full advantage of the next stage of education.

Date of last inspection: 15-Mar-2007

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Jubilee Park Primary School](#)

What have we done in response to Ofsted?

- Pupils are more adequately prepared to deal with the next stage of their education; higher FSP and SATS results at the end of EYFS, KS 1 and 2 indicate the good progress that the school is making.
- Pupil progress across the school is **at least good** progress across the school
- Improved results for pupils attaining L3 and 5 at the end of KS 1 and 2 respectively
- Leadership and management are *at least* good. We have an effective management team who lead the school and drive the agenda for raising standards competently
- We have built a growing capacity and sustainability into our provision at all levels
- Improvements have been made in teaching and learning - we have **at least a good** teaching team. **There are no inconsistencies in teaching across school.**
- We have continued to tackle absenteeism/ punctuality of pupils. Attendance levels are stable and above national.
- Made significant improvements to our curriculum to more adequately match the needs of our learners. We provide an enriched, themed and meaningful cross curricular approach to learning with an emphasis on innovation, creativity and enjoyment.
- We ensure that our children are always involved in their learning.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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