

Tipton Green Junior School

Inspection report

Unique Reference Number	103928
Local Authority	Sandwell
Inspection number	336169
Inspection dates	17-18 September 2009
Reporting inspector	David Speakman

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

Type of school	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Mr David Whitehouse
Headteacher	Mr Lawrence Rouse
Date of previous school inspection	14-15 March 2007
School address	Park Lane West Tipton West Midlands DY4 8LE
Telephone number	0121 557 9242
Fax number	0121 520 2393
Email address	admin@tiptongreen.sandwell.sch.uk

Age group	Error! Reference source not found.
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plans, minutes of governors' meetings, samples of pupils' work, tracking and assessment data and documents related to safeguarding. One hundred and thirty nine parent questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement of lower attaining pupils and those with special educational needs and/or disabilities to determine whether teaching is sufficiently supportive and matches individuals learning needs
- reasons for the drop in standards as shown by 2008 test results
- school assessment data and what it says about standards in the school at present, especially how well current Year 6 are set to meet their challenging targets and continue the trend of improvement
- the impact of the new assessment, marking and feedback procedures on the quality of teaching and the progress that different groups of pupils are making
- how well established is the devolved leadership programme and, in view of some staff new to responsibility, how much of the work for school improvement is still left to the senior leadership team.

Information about the school

Tipton Green Junior School is a three form entry school and is larger than most primary schools. The proportion of pupils from ethnic minority backgrounds has risen significantly and is now around 58%. About 40% of pupils have English as their second language. There is a wide range of languages other than English spoken, but Bengali is the most frequent. The proportion of pupils with special educational needs and/or disabilities and the proportion of pupils with a statement of special educational needs are similar to the picture found nationally. The school has gained the Activemark recognising its contribution to pupils' physical education and has Gold, Platinum and National standards for Healthy Schools. A before school breakfast club runs each day and is the responsibility of the governing body. The school is subject to a complete rebuilding programme in the next three years. Sixty percent of the teaching staff are new to the school since the previous inspection. This includes a new deputy headteacher, who joined the school in November 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school that has established greater stability after a period of significant staff change. There are clear signs of improvements in key areas of its performance, particularly tracking of pupils' progress, the curriculum and aspects of leadership and management, which are all good and are having a clear impact on improving standards. Although still broadly average, attainment has clearly improved since the previous inspection and latest test results for writing are above the national average. The school has set very challenging targets for Year 6 pupils at the end of the current academic year and tracking information shows that the great majority of pupils are well on course to achieve their individual targets.

Pupils' achievement is satisfactory, although this varies from year group to year group. Pupils in Year 3 have poorly developed learning skills and work habits. Lesson observations show that they have limited ability to work effectively without the direct supervision of an adult. Teachers do not pay sufficient attention to developing this aspect as there is no clear induction guidance that says establishing effective learning skills from an early age should be a priority. Consequently, pupils in Year 3 are making barely satisfactory progress at present. Conversely, Year 6 pupils have very well developed learning skills. School assessment data provides firm evidence that pupils make good and some better progress throughout Year 6, as a result of consistently good teaching across the year group and exemplary behaviour in each of the classes.

The quality of teaching is satisfactory, although all lessons seen in Year 6 were good. Some lessons had outstanding features. The main reason that the majority of teaching was satisfactory is that following some years of teaching groups of pupils arranged by ability, the school has recently changed arrangements so that all teaching groups are mixed ability. Although some teachers show good skills in matching work to different abilities, many lack sufficient understanding of how to plan lessons effectively that challenge pupils at all levels of attainment and ensure good progress across the full range of ability. Too often differentiated lesson planning focuses on method rather than the actual levels at which different pupils should be working.

The headteacher and members of the senior leadership team provide strong and well focused leadership. They evaluate the school's performance effectively; identifying what is done well and where there needs to be improvement. They have an accurate view of the school's strengths and weaknesses and there is a very clear vision for the

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next steps, documented in the good quality school improvement and raising attainment plans. They are aware, for example, of the need to further develop pupils' understanding of national and world issues. However, members of the senior leadership team temporarily carry responsibility for some subjects and still provide support for staff new to their responsibilities. Although there are signs of improvement in the key areas of rising standards and teaching, these are not yet sustained over time. As a result, the school shows a satisfactory capacity to improve.

What does the school need to do to improve further?

- Ensure that pupils make better progress as they move through the school and achieve higher standards in each year group by raising the quality of teaching in all classes from satisfactory and good to good and outstanding. Pay particular attention to:
 - improving teachers' understanding of how to plan lessons so that tasks are well matched to ability and meet the learning needs of all pupils in mixed ability classes
 - making sure that pupils make similarly good or better progress in each class and year group.
- Extend the induction policy to include clear guidance for teachers on more effectively introducing pupils into Year 3 so that they settle quickly, learn the school's expectations of them and begin effective learning from the very start.
- Further develop the national and international dimensions of the community cohesion programme in order to develop pupils' global awareness.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school. Older pupils particularly find lessons stimulating and are keen to do well, working at a good pace and making good progress. Younger pupils have not yet fully settled into school routines and are slow to settle to work. Consequently achievement is satisfactory and starting from an average baseline, attainment by the end of Year 6 matches the national average. There has been an overall improvement in attainment since the previous inspection. For example, provisional national test results from 2009 show an improvement in standards over the 2008 results. Pupils were observed to be making good progress in writing during lessons as a result of the school's focus in this area. Pupils are taking care in presenting their written work neatly. Singing in assembly is of a good quality. Art work displayed around the school

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shows good levels of creativity and artistic skill. There is an impressive exhibition of sports trophies, reflecting pupils' good sporting skills. The significant group of pupils who have English as a second language soon acquire enough English to enable them to make satisfactory progress in all aspects of their school work. Similarly, those with special educational needs and/or disabilities, achieve satisfactorily. Pupils' attainment gives them a satisfactory preparation for their next steps.

Behaviour in lessons and around school is good and pupils feel safe because they behave considerately towards each other. Older pupils manage their own behaviour exceptionally well and only outstanding behaviour was seen during Year 6 lessons. Behaviour at other times around school is good. The effective buddy system helps pupils' confidence in dealing with issues through being able to share their concerns. Pupils report that any occasional instances of bullying are quickly and effectively dealt with. Attendance is broadly average because despite the good attendance of most pupils, attendance figures are depressed by some parents taking their children out of school for annual holidays. Pupils respond well to the school's health promoting activities such as the healthy tuck shop and there has been an increased uptake of healthy school lunches. They are able to make wise choices in relation to their diet. In discussions, pupils show a good awareness of what is needed for them to stay physically fit. The great majority engage in the wide range of physical activities, both within and beyond the curriculum. There are satisfactory opportunities for pupils to contribute to school and community life. The school council has some impact on school life through introducing such initiatives as the 'worry box' and setting up the healthy tuck shop. There are satisfactory opportunities for pupils to become involved in initiatives to support the local community, such as Tipton Litterwatch.

Pupils have good moral and social development and this is seen in the social harmony that pervades the school and the way in which older pupils take on responsibility for their own behaviour. They appreciate others' feelings and act accordingly. The school operates as a harmonious community. Pupils of different ages and from different backgrounds mix well and work and play alongside each other without any tensions. Pupils enthusiastically take part in a range of musical, artistic, linguistic and sporting activities that effectively develop their social skills and cultural awareness. Although pupils' multicultural awareness is secure, it is largely limited to the ethnic backgrounds represented in school. Pupils value achievement and this is evident in their response in regular awards assemblies, when they show genuine appreciation of their own and others' successes. However, sometimes, they have limited opportunities to reflect on their work at the end of lessons.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
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¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Two thirds of lessons seen during the inspection were of a satisfactory quality, with the rest being good. Teachers are provided with reliable information relating to the levels that each pupil has reached and they have a good knowledge of pupils' individual capabilities. There is some variation in the extent to which this information is used in planning. In better planned lessons, tasks match individual's learning needs well and provide good levels of challenge. In less effective lessons, planning fails to take into account individual potential and activities lack challenge for some pupils and prove too difficult for some others. Relationships are good, with mutual respect supporting pupils' attitudes to learning and behaviour, particularly once pupils have become familiar with school routines and expectations. Although there is a new marking policy, it is not fully implemented in all classes because areas identified for improving pupils' work are too general.

The curriculum is good, particularly in the variety of learning opportunities provided. It has a strong emphasis on physical, creative and linguistic subjects. Music carries a high profile in school and there is a good provision for physical education. Pupils have the opportunity to experience French, German and Italian before they move onto their next school. The school is in the process of developing its themed approach to curriculum provision and to developing the teaching of skills. A great favourite is the Curriculum Enrichment Programme, through which all pupils have the opportunity to take part in one of twelve activities such as cooking or developing their cycling proficiency. The breadth of the curriculum is effectively supported by a wide range of extracurricular provision. This typically includes sporting, musical and artistic activities, dance, cookery and computer activities and support learning well.

The senior leadership team use assessment data very effectively to identify pupils in need of further academic support. Intervention strategies, appropriate to a wide range of learning needs are provided and in this way the curriculum meets most

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learning needs. The school takes good care of all pupils, whatever their specific needs might be and pays special attention to pupils' emotional well-being. A learning mentor provides valued support for identified pupils and this support is having a positive impact on their concentration and learning. Pupils are cared for well at the before school breakfast club. Although there are good procedures to introduce pupils into the school before they join Year 3, induction processes once they start are ineffective.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team, consisting of the headteacher, deputy headteacher and assistant headteacher provide strong and purposeful leadership. Between them they have significant expertise in key areas, including assessment, tracking progress, monitoring and in managing provision for the wide range of learning needs. They lead by example, providing quality support for other leaders and managers who may be new to their roles. They have also built generally strong teamwork against the background of a high level of staff turnover in the last two years. In this way they are effective in inspiring staff to improve their own performance. Governors work in a similarly effective way and the level of support and challenge they provide is good. The monitoring of teaching and learning has been effective in eliminating any inadequate teaching, but there is still some way to go in further improving its quality. School leadership ensures that pupils at all levels of attainment and from whatever background have equal access to all learning opportunities and support and that there is no discrimination of any kind. The school promotes community cohesion satisfactorily. There are good links with the local community and parents, but the national and international links, for example with other schools, are not yet developed enough. The governing body and senior leaders have ensured that all statutory responsibilities, including procedures to safeguard pupils, are met.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	2
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driving improvement Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents, who responded to the inspection questionnaire were enthusiastic in their support of the school. They expressed satisfaction in the way the school cares for their children and the quality of education provided. A small number expressed concern about bullying in school. This concern was raised with pupils, who said occasional incidents are dealt with effectively. The inspection team agreed that occasional incidents are dealt with effectively and no incidents of bullying were seen during the inspection

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tipton Green Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 139 completed questionnaires by the end of the on-site inspection. In total, there are 345 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	53%	61	44%	1	1%	1	1%
The school keeps my child safe	65	47%	70	50%	3	2%	1	1%
The school informs me about my child's progress	58	42%	78	56%	2	1%	1	1%
My child is making enough progress at this school	57	41%	71	51%	6	4%	1	1%
The teaching is good at this school	64	46%	72	52%	2	1%	1	1%
The school helps me to support my child's learning	54	39%	75	54%	6	4%	1	1%
The school helps my child to have a healthy lifestyle	57	40%	79	57%	2	2%	1	1%
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	36%	77	55%	4	3%	1	1%
The school meets my child's particular needs	49	35%	79	57%	6	4%	1	1%
The school deals effectively with unacceptable behaviour	52	37%	75	54%	11	8%	1	1%
The school takes account of my suggestions and concerns	36	26%	89	64%	7	5%	1	1%
The school is led and managed effectively	50	36%	83	60%	3	2%	1	1%
Overall, I am happy with my child's experience at this school	60	43%	77	55%	0	0%	1	1%

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



21 September 2009

Dear Pupils

Inspection of Tipton Green Junior School, Tipton, DY4 8LE

Thank you for making us welcome when we visited your school recently. We enjoyed meeting you and visiting lessons. We particularly valued the chances we had to speak to you to find out what you think about your school.

You go to a satisfactory school, but one which is improving. You make satisfactory progress in lessons and by the end of Year 6, reach standards in your work that are similar to those expected for your age. You are adequately prepared to go on to the next stages of your education.

You help a great deal by behaving well, taking responsibility seriously and trying hard to do your best, especially the older pupils in Year 6. We were extremely impressed by your behaviour and by how you are all willing to have a go, even when tasks are difficult. It would be helpful if younger pupils were to work and behave in a similar manner. We were very pleased by the sensible way in which you make friends and care about each other. We appreciated the courtesy shown to us by all pupils. You help to make others feel safe in school and enjoy being there.

Adults in your school are always looking for ways to improve the school. We have asked staff and governors to look at:

- Making sure that teaching in all classes improves so that you make better progress and achieve higher standards by the time you leave.
- Improving arrangements for Year 3 pupils to settle better into school life and start to learn at a better pace from the very beginning.
- Providing you with greater knowledge and understanding of world issues.

We wish you all the best in the future.

Yours faithfully

David Speakman
Lead Inspector

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