

Inspection of Tipton Green Junior School

Manor Road, Tipton, West Midlands DY4 8PR

Inspection dates: 8 and 9 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils feel safe and happy at school. Pupils behave well in lessons and at playtimes. They say there is little bullying or other types of unkind behaviour. They know staff will quickly deal with any problems. Leaders have created a happy and friendly school.

Pupils know the importance of keeping fit and healthy. They use their wrist band to monitor the number of steps they walk. The school nurse helps pupils learn about healthy eating.

Pupils work hard and enjoy their lessons. They listen carefully and want to do well. As one pupil put it, 'School is an interesting place and I like learning new things here.' Pupils talk enthusiastically about subjects such as history. Staff care about pupils and encourage them to do their best. However, parts of the curriculum are not organised well. Teachers do not always teach things in the right order. This means that pupils find it harder to remember the things they need to know before they go to secondary school.

Leaders have not ensured that all pupils can read well. Pupils who find reading hard struggle because they do not receive effective support from staff. This holds back their learning in other subjects.

What does the school do well and what does it need to do better?

Leaders are working hard to improve the curriculum. In some subjects, such as mathematics, history and geography plans are clearly ordered. Teachers plan lessons that build on what pupils already know and can do. Leaders help staff to improve their subject knowledge so that these subjects are taught well. As a result, pupils know and remember more in these subjects.

In other subjects, curriculum plans do not set out clearly the important knowledge that pupils need to know and remember. The order of what to teach is unclear. Pupils struggle to make connections with what they have already learned. This slows the progress that pupils make.

Some pupils do not learn to read well. Plans do not help teachers ensure that lessons in reading build pupils' knowledge and skills over time. Staff do not teach phonics consistently well. Pupils struggle to build their knowledge of letter sounds and are not given the right books to help them practise the sounds that they know. As a result, pupils who find reading hard struggle to improve and fall further behind with their reading. Reading tasks set by teachers are not always well matched to the needs of pupils. This means some pupils have limited opportunities to widen their vocabulary and develop a love of reading.

Except for when learning to read, pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders ensure that teachers know how to help pupils with SEND. Teachers adapt their lessons. They use a range of practical equipment to enable pupils to be as independent as possible.

Leaders are deeply committed to pupils' personal development. They encourage pupils to be responsible, respectful citizens. Pupils are proud of their responsibilities such as belonging to the junior leadership team. Pupils develop their understanding of fundamental British values, for example when voting for the school council. They learn about the importance of being respectful of those from different backgrounds. Pupils talk enthusiastically about learning to play instruments and sing in the choir.

Leaders want to improve the school. They are very committed and want the school to be the best it can be. However, they have not concentrated on doing the most important things first. Leaders try to do too many things at once, which slows down the speed of improvement. Sometimes they miss important areas to tackle. Governors demonstrate a strong commitment to the school. They receive lots of information from leaders. However, governors do not use this information effectively to support and challenge leaders to improve the school.

Staff feel very well supported by the headteacher and other leaders. Staff talk about how leaders have helped them manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding work closely together to keep pupils safe. Staff are trained to spot a range of safeguarding issues and know how to report concerns. Leaders quickly follow up on issues. They work well with external agencies to ensure that vulnerable pupils and their families get the support they need. Parents value this help. As one said, 'staff went above and beyond during the pandemic to check that everyone was safe'.

Pupils talk knowledgeably about how to keep safe, especially when working online. They put their worries in the worry box. They trust staff to help them

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are not taught to read well. Pupils at the earliest stages of reading are not given the support they need to catch up. This is because staff do not have the essential subject knowledge to teach reading effectively. Leaders should ensure all staff are trained to teach reading and that the curriculum is adapted so that all pupils are supported and challenged appropriately.

- The curriculum is not coherently planned in some subjects. Teachers are unsure of what to teach and when to teach it. Leaders should review their curriculum plans to ensure that the key knowledge is identified and carefully sequenced so that teachers know what pupils should learn.
- Leadership is not strategic enough. Leaders identify many areas for improvement but do not always prioritise what should be addressed first. This slows improvements in the school. Governors and leaders should sharply focus their plans and clearly identify the actions they will take to rapidly improve the quality of education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103928
Local authority	Sandwell
Inspection number	10201044
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	Patrice Meredith
Headteacher	David Rowe
Website	www.tgjs.org.uk
Date of previous inspection	30–31 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher and assistant headteacher, leaders, members of staff, and pupils. The lead inspector also met with five members of the governing body, including the chair of governors, and a representative of the local authority. An inspector spoke to parents at the start of the school day.
- Inspectors carried out deep dives in reading, English, mathematics, history, and religious education. Inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at plans and samples of pupils' work from a range of subjects, including music, geography, and relationships and health education.
- Inspectors spoke to leaders, governors and staff about the systems and actions they take to ensure that pupils are kept safe. They looked at policies and school records. Inspectors spoke to pupils and observed the relationships between pupils and adults.
- Inspectors also met with leaders and staff to find out about how pupils with SEND are supported.
- Inspectors observed how pupils behaved at playtimes and during a lunchtime. They talked to pupils about what behaviour is like at these times and throughout the school day.
- Inspectors considered responses to Ofsted's online questionnaire for staff and Ofsted's online survey for parents, Ofsted Parent View, including comments received via the free-text facility.

Inspection team

Jonathan Moore, lead inspector	Ofsted Inspector
Rachel Davis	Ofsted Inspector
Chris Ogden	Ofsted Inspector

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