

# Jump Primary school

Roebuck Hill, Jump, Barnsley, South Yorkshire, S740JW

**Inspection dates** 5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The very large majority of parents who responded to on-line (Parent View) questionnaire have very good opinions about the school. A fairly new parent summed up this positive view when he wrote to inspectors: 'When I was shown round Jump, I knew that's where I wanted my son to go. Not only has his school work improved, his social skills, his behaviour, his attitude – well, everything has'.
- Most pupils make exceptional progress from a very low starting point. Therefore, by the time they leave, their standards in English and mathematics are at least in line with the national average.
- Many pupils achieve standards that are above the national average, especially in reading. This is because they make rapid progress in learning their letters and sounds and in understanding their books.
- The very large majority of teaching is outstanding and none is less than good.
- All teachers consistently plan stimulating lessons that provide the right level of challenge for all pupils.
- Most pupils enjoy school enormously and they are very enthusiastic learners. Their behaviour is excellent and they feel very safe from bullying.
- Teaching and achievement were outstanding until 2011. They then declined because of disruption to leadership and staffing. The new headteacher and assistant headteachers have provided exceptionally strong leadership, which has restored outstanding teaching and achievement without delay.
- The governing body gives effective support, especially in ensuring that only the most effective teachers and leaders are appointed.
- The new senior leadership team provides the governing body with detailed information about the school's performance. Governors are at an early stage in developing the skills needed to evaluate this information and to use it for planning the future direction of the school.

## Information about this inspection

- Inspectors observed 14 lessons, of which one was a joint observation with the headteacher.
- Discussions were held with senior and middle leaders, groups of pupils, the Chair and two members of the Governing Body, a representative from the local authority and a parent who requested a meeting with the lead inspector.
- Inspectors heard pupils read and talked to them about their books.
- Inspectors looked at pupils' work and a range of documents including those relating to school evaluation, improvement-planning, pupils' progress, safeguarding and the monitoring of teachers' performance.
- Inspectors took account of 21 questionnaires returned by staff and 27 responses by parents to the on-line questionnaire (Parent View).

## Inspection team

John Rutherford, Lead inspector

Her Majesty's Inspector

Janet Keefe

Additional Inspector

David Tingle

Additional Inspector

## Full report

### Information about this school

- The school is similar in size to most primary schools nationally.
- Most pupils are from White British backgrounds and almost all speak English as their first language.
- Around a quarter of the pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces. This is broadly in line with most schools nationally.
- The number of disabled pupils and those with special educational needs who are supported at school action plus or with a statement of special educational needs is broadly average. The number supported at school action is below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed in Easter 2012 after two terms of the school being without a permanent headteacher. During these two terms there were significant changes to staffing. The school has been without a deputy headteacher for a considerable period of time and two new assistant headteachers were appointed in December 2012.

### What does the school need to do to improve further?

- Members of the governing body should extend their skills in evaluating information about the school's performance so that they can increase their contribution to improvement-planning.

## Inspection judgements

### The achievement of pupils is outstanding

- Children make excellent progress in the Early Years Foundation Stage, especially in developing their language and social skills. This is because of outstanding teaching in a stimulating and well-organised setting.
- Pupils continue to make excellent progress in all classes in Key Stages 1 and 2.
- Their achievement is improving more rapidly in reading than it is in writing and mathematics, but school leaders are taking effective action which is quickly reducing the differences.
- The use of drama and discussion to help pupils prepare their writing is particularly effective and results in high standards of talking as well as very imaginative stories.
- Pupils accelerate their progress in writing and mathematics through creative approaches to teaching other subjects, for example, in science, using an alien's point of view to describe the effects of pollution and, in information and communication technology (ICT), using computers to work out a business plan for a new theme park.
- All groups of pupils make rapid progress. Disabled pupils and those with special educational needs achieve well because they receive very effective support while doing the same work as the other pupils in the class.
- Pupils supported by the pupil premium are accelerating their progress rapidly because the additional funding is used to provide extra teaching and resources that are carefully tailored to their needs. As a result, the attainment of these pupils is similar to that of all other pupils in the school.
- More-able pupils make outstanding progress because teachers set them suitably challenging tasks and constantly check that they have not started coasting.
- The very large majority of parents who completed the on-line (Parent View) questionnaire are happy with their children's progress in school and the inspection evidence clearly supports this positive opinion.

### The quality of teaching is outstanding

- Teachers in the Early Years Foundation Stage never miss an opportunity to link learning to children's needs and interests. For example, when it snowed, the children went outdoors to learn what happened when they put snow in water. The excitement in their discovery and the high quality of their talk showed their outstanding learning and progress.
- Teaching throughout the school consistently raises pupils' enthusiasm. This is because the content of lessons is interesting; pupils do not have to sit through unnecessarily long explanations and they learn much by experimenting, making, researching, questioning and role-playing.
- A typical example is a Key Stage 1 lesson where pupils produced very interesting, well-written stories based on plays they created about the relationships between young monsters, one of which behaves differently from the others.
- This lesson is also typical of the way teachers expertly blend spiritual, moral, social and cultural development into their teaching. Another example is the links made between the geography curriculum and the school's support for educating young children in poorer areas abroad.
- There is an exceptionally positive climate for learning in classrooms in which pupils work hard independently; they collaborate well in groups; they are open about what they do not understand and they confidently volunteer comments and questions about the lesson.
- The same climate is seen in teachers' marking and pupils' response to it. This often becomes a written conversation between pupil and teacher and, occasionally, pupils use the opportunity to give constructive feedback on which teaching approach is most effective.
- The collaboration between teachers and the skilful team of teaching assistants is a key strength

of the school. When working together, they demonstrate good teamwork and discussion to the pupils. Teaching assistants give very good support and challenge to more-able or less-able groups of pupils as required. They make a very strong contribution to the teaching of letters and sounds, showing a strong knowledge of the subject and how to teach it effectively.

- The very large majority of parents who responded to the on-line (Parent View) questionnaire say they are happy with the way their children are taught and this is supported by the inspection evidence.

### **The behaviour and safety of pupils** are outstanding

- Inspectors saw pupils behaving extremely well in lessons and being very polite and helpful around school. The questionnaire responses from all staff and the views of the very large majority of parents on Parent View indicate that what inspectors saw is typical. Further support for this comes from school records which show no major incidents of misbehaviour nor any exclusions.
- Pupils' behaviour is exceptional because high quality teaching keeps them focused on learning and there is a clear policy for rewards and sanctions consistently applied by all staff.
- Pupils enjoy coming to school to learn. While attendance dipped slightly during the last two years, the new leadership team has got it back up quickly and it is currently above average.
- Pupils say they feel safe in school and every parent who responded to the on-line (Parent View) questionnaire agrees with this. Pupils have a good awareness of the harm caused by all forms of bullying and they describe how this does not come into Jump School because staff quickly deal with any sign of it.
- Pupils have a very good understanding of the safe use of computers and mobile telephones because this is built into their lessons.
- The school provides outstanding care for pupils and their families who are having a difficult time. Some parents who have benefitted from this care went out of their way to make inspectors aware of their appreciation for the school's support.

### **The leadership and management** are outstanding

- The new headteacher and assistant headteachers have the full support of the staff in improving teaching and pupils' achievement as quickly as possible. This support is particularly evident in the overwhelmingly positive response to the staff questionnaire.
- Other staff with leadership responsibilities also make a strong contribution to improving the quality of education and care. This is particularly the case for safeguarding, Early Years Foundation Stage education and provision for disabled pupils and those with special educational needs, all of which are very strong aspects of the school's work.
- Senior leaders have quickly improved teaching by providing colleagues with clear guidance, regular monitoring and effective support where required. This process has been supported by effective performance management through which the most effective teachers have been promoted into positions that enabled them to drive up the quality of teaching across the school.
- Senior leaders have an accurate and detailed understanding of strengths and weaknesses in the school's work through a systematic approach to observing teaching and regular analysis of very good pupil progress information.
- A sharply focused improvement plan ensures that the most important weaknesses are tackled quickly and effectively, one result of which is the recent acceleration of pupils' progress in writing and mathematics. This demonstrates the new leadership team's excellent capacity to continue raising standards.
- The curriculum makes a very strong contribution to pupils' spiritual, moral, social and cultural development because it includes a strong emphasis on worldwide issues. Pupils therefore make

very good progress in learning how to live in harmony with different cultures, how to look after scarce resources and how to reduce pollution.

- The very large majority of parents who responded to the on-line (Parent View) questionnaire are happy with their relationship with school. This accurately reflects the effectiveness of the school's work to involve parents more, for example, by providing them with workshops on how to support their children's learning.
- The local authority has given very good support to new leaders, helping them to develop the skills they need quickly to improve teaching and learning across the school.
- **The governance of the school:**
  - The governing body provided very effective support to the school when it recently faced significant difficulties. It supported the acting headteacher well in dealing with weak teaching and ensured strong appointments of new teachers and senior leaders. Consequently, the school is back on track and providing an outstanding quality of education. The governing body supports new leaders well in planning effective use of the pupil premium and ensuring that safeguarding arrangements meet requirements. They are adapting to a new way of working with much more information coming from senior leaders about the school's performance. While they have altered their structure so they can better use this information to contribute to school evaluation and improvement planning, their skills in this area are at an early stage of development.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106591
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	411887

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

<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 of pupils on the school roll</b>	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Briggs
<b>Headteacher</b>	Mrs K Falconer
<b>Date of previous school inspection</b>	27 March 2007
<b>Telephone number</b>	01226 743041
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