

Inspection of a good school: Jubilee Primary School

Tulse Hill, London SW2 2JE

Inspection dates: 24 and 25 May 2023

Outcome

Jubilee Primary School continues to be a good school.

What is it like to attend this school?

From the time they join the school, pupils get along well together at this happy and harmonious school. Leaders have a strong commitment to providing for the needs of all pupils. Pupils are encouraged to respect and treat everyone in the school's community equally. For instance, reading buddies share stories with younger pupils, and playground angels ensure that everyone is included at playtime.

Leaders and staff are ambitious for all pupils. They provide a high-quality education and wider experiences that help pupils to develop their knowledge, skills and confidence. For example, all pupils receive specialist music teaching, including learning to play the violin. All pupils borrow an instrument to practise at home. Many perform with the school's orchestra at well-known London venues. Parents, carers and pupils said how much they appreciate these special opportunities.

Leaders encourage pupils to behave safely, be truthful and aim high for their future studies. They are taught to be considerate of each other's feelings and are made aware of the impact their behaviour can have on others. They typically follow routines and the school's 'SMART5' rules. Pupils are well cared for by staff, which helps them to feel safe.

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

Leaders provide a broad and interesting curriculum which meets the ambition of the national curriculum. Some areas of the curriculum are especially well developed. For example, in reading and mathematics, leaders have broken the curriculum content into small steps. They have trained staff to understand these steps securely. As a result, staff know exactly what pupils should learn to build their knowledge over time. However, in a few subjects, leaders have not thought through in the same detail how pupils' knowledge will develop. Where this is the case, teaching does not routinely make clear to pupils the important knowledge they should remember. As a result, pupils find it hard to recall some key learning, making it difficult for them to grasp more complex ideas later in their study of certain subjects.

Within their explanations, teachers typically break information down to help pupils to learn it, and they routinely check pupils' understanding. Occasionally, the work that teachers set pupils does not focus closely on the knowledge that leaders intend pupils to learn. Consequently, pupils spend time on tasks that do not help them to learn and remember the curriculum. As a result, pupils do not memorise important ideas that they need to know in order to understand more complex concepts later.

Leaders have made recent changes to the teaching of phonics. They have provided training to help teachers deliver a new scheme with consistency. Staff model sounds precisely so that pupils build confidence to read unfamiliar words. Leaders provide support to parents so that they can help their children to practise reading books at home. Leaders ensure that there is a wealth of interesting, quality literature available for children to read right from the start. Pupils develop fluency and enthusiasm for reading. Recent changes to the teaching of phonics and early reading have not had time to show an impact on pupils' outcomes in external assessments.

Leaders ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are identified and supported effectively, including those in specially resourced provision. Leaders make sure that parents of pupils with SEND are involved in their children's learning. For example, they share strategies with parents that may help them to support their children at home. Pupils with SEND achieve well. Leaders ensure that all pupils, including those with SEND, have an equal opportunity to access all that the school has to offer. They are very well prepared for their next steps in education.

Leaders organise many opportunities for pupils beyond the academic curriculum. Pupils are taught about how to stay healthy and what makes a healthy and safe relationship. They are taught about different faiths and beliefs, and the importance of tolerance and respect for others. Pupils attend clubs and are enthusiastic about opportunities to develop their interests, such as gymnastics, computing and jewellery making.

Pupils are considerate of other pupils and try hard in class. As a result, the school is settled and, generally, pupils' learning proceeds without interruption.

Staff appreciate leaders' work to reduce their workload, and the work of the staff well-being committee. The governing body uses detailed knowledge of the school's work to provide thoughtful support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide routine safeguarding training to all staff. As a result, staff are confident about how to keep children safe. They are vigilant and make reports in a timely manner. Leaders act when concerns are raised, including involving other agencies where appropriate. They know pupils and their families well and work closely with them.

Pupils are encouraged to stay safe online and in the community. They know who to talk to if they are worried, and they are forthcoming in doing so.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not defined in enough detail the subject-specific knowledge that they want pupils to learn. As a result, pupils sometimes confuse what they are learning in one subject with what they are learning in another. Where this is the case, they do not easily recall the key knowledge they need in some subjects to learn more complex ideas later. Leaders should ensure that in all subjects, they make clear the specific knowledge pupils should learn.
- Occasionally, the activities that teachers set do not support pupils to learn the intended curriculum content. As a result, pupils sometimes spend time on tasks that do not help them to learn the curriculum. Leaders should ensure that the work given to pupils support them to learn the intended curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2016.

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.

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	133662
Local authority	Lambeth
Inspection number	10200235
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Chair	Simon Funnell
Headteacher	Tom Prestwich
Website	www.jubilee.lambeth.sch.uk
Date of previous inspection	13 and 14 October 2016, under section 5 of the Education Act 2005

Information about this school

- The school uses one alternative provider: Kennington Park Academy, which was last inspected by Ofsted in October 2021 and was graded good.
- The school organises and manages before- and after-school clubs.
- The school has two additionally resourced provisions: one that caters for pupils with autism spectrum disorder and one that caters for pupils who are deaf. In both provisions, targeted support is provided to pupils daily. All pupils then attend lessons and activities alongside their peers daily within the mainstream school.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, they discussed the curriculum with subject leaders, visited

a sample of lessons, looked at pupils' work, spoke to teachers, and spoke to some pupils about their learning.

- The also looked at curriculum information in other subjects.
- The inspector considered the school's policies and procedures for safeguarding and supporting pupils' health and safety, as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- The inspector held meetings with the headteacher and other senior leaders. The inspector also met with leaders in other areas, such as for SEND, behaviour and pupils' personal development.
- The inspector met with members of the governing body and a local authority representative.
- The inspector considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Rebecca Iles-Smith, lead inspector

His Majesty's Inspector

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