

# Inspection of Jubilee School

84–86 Jubilee Road, Waterlooville, Hampshire, PO7 7RE

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Inspection dates: 15–17 June 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous

Requires improvement

inspection

Does the school meet the independent

**Yes**

school standards?

## **What is it like to attend this school?**

Pupils feel safe at Jubilee School. Relationships between pupils and adults are warm. As a result, pupils gain confidence, which helps them to engage increasingly well with formal learning. Most pupils attend well or improve their attendance rapidly when they join the school.

Adults' plans for pupils' learning are ambitious. Leaders want pupils to be prepared well for their future. Pupils enjoy learning in lots of different subjects, including science, history and geography. However, those who most need to catch up, particularly in reading, do not improve quickly enough.

Over time, pupils get better at managing their own behaviour. This is because adults help them to do this. Deliberate unkindness such as bullying happens rarely. When issues arise, adults help pupils learn how to make better choices in the future.

Adults provide stimulating and thoughtful opportunities for pupils to develop their social and emotional skills. These are planned deliberately to meet pupils' identified needs. During the inspection, pupils enjoyed providing refreshments for dog walkers in the local park, while selling home-made dog biscuits in aid of charity. This helped them to learn about the concept of enterprise, while building relationships with members of the local community.

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

Leaders are ambitious for pupils to learn a broad range of subjects. The school's curriculum plans reflect these high ambitions, particularly for history and geography. Pupils demonstrate a growing understanding of these subjects as they move through the school, building their knowledge logically over time. They write about what they know across a range of subjects.

Since the last inspection, the science curriculum has been rejuvenated and teachers' subject knowledge has improved. As a result, pupils learn better in science than was previously the case. Mathematics work is coherently sequenced, emphasising the need for key stage 2 pupils to rapidly develop their understanding of number.

A small number of pupils are in the early stages of learning to read. They do not catch up quickly enough. The extra help that pupils get with learning phonics is not convincingly systematic or matched closely enough to pupils' particular needs. Learning in class does not complement this extra help well enough. Consequently, some pupils' access to texts during lessons is impeded. Leaders have appropriate plans to develop this part of the school's curriculum. Staff have received training and identified resources to help improve teaching for early readers. Currently, these plans and resources are not sufficiently in place to enable early readers to rapidly improve their reading.

Leaders have raised the profile of reading across the school. Pupils are helping to set up a new library. They read and are read to throughout the week, increasing their exposure to a range of literature. However, those who find reading difficult do not get enough chances to practise using books that are matched to the letters and sounds that they have learned. This prevents them from quickly becoming more fluent readers.

Pupils' special educational needs are well understood. The special educational needs coordinator has strengthened arrangements for reviewing pupils' education, health and care plans. As a result, this statutory process now links more closely with pupils' learning journeys than in the past. Teachers and therapy staff share an awareness of pupils' learning and social and emotional needs, helping to identify appropriate extra support. Leaders are keen to connect this work even more closely in the future.

Leaders have recently begun refining how pupils access help to catch up with reading and writing. They have identified pupils who would most benefit from spending time in the haven learning support provision, which is being set up in the school. Currently, it is too soon to see what impact this work is having on these pupils' progress with their reading and writing learning priorities.

The learning environment in the school is generally purposeful. Adults successfully help pupils settle themselves to work. Some key stage 2 pupils are at an earlier stage of learning to manage their own behaviour. Adults work skilfully with them, helping them to improve their behaviour and attitude to learning over time.

Leaders have made considerable improvements to the school since the last inspection, despite the challenges of the coronavirus (COVID-19) pandemic. The headteacher and executive headteacher have a clear and shared vision for the

school. Their honest, accurate evaluations help them to prioritise school improvement work while being mindful of staff workload and well-being.

Careers information, advice and guidance are now fit for purpose. Leaders' robust actions have addressed historical weaknesses in provision. Pupils receive relevant and timely advice that helps them develop their career aspirations. Pupils acquire a broad range of accredited qualifications by the end of Year 11, including in English and mathematics. Leaders keep pupils in school until all study courses are complete, minimising the impact of the pandemic on learning for pupils currently in Year 11. Pupils move on to ambitious and appropriate post-16 destinations.

Pupils' personal development is integral to the school's daily work. Education, therapy and pastoral staff contribute to a holistic approach, with pupils at the core. Staff consistently promote a culture of respect. This gives pupils confidence to develop healthy and appropriate relationships with others, both in and beyond the school. Leaders provide safe and meaningful opportunities for pupils to learn about different cultures and faiths through the taught curriculum. Teachers help pupils to understand risks linked to social media and the internet.

Governance has improved considerably since the last inspection. Clear lines of accountability help leaders move the school forward with a common sense of purpose. Helpful routines and systems usefully inform the proprietor body about the school's strengths and weaknesses. Leaders ensure that the independent school standards are met securely and consistently.

## **Safeguarding**

The arrangements for safeguarding are effective.

Adults understand pupils' needs and vulnerabilities very well. They know that pupils need to feel safe to be able to come to school, behave well and learn. This purpose drives their safeguarding work successfully. As a result, a culture of supportive vigilance prevails.

Leaders use helpful ongoing training to ensure that staff understand the potential risks to pupils. Effective systems enable teaching, pastoral and therapeutic staff to share concerns effectively, including those raised by pupils' parents and carers. Incidents of concern are reported quickly and managed effectively. These prompt actions reduce risks to pupils and promote their well-being.

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

## **(Information for the school and proprietor)**

- ✓ The teaching of reading is not sufficiently prioritised for pupils who most need to catch up. Leaders' plans to strengthen this aspect of the curriculum are in the early stages of being implemented. Consequently, the weakest readers do not improve quickly enough. Leaders should ensure that pupils at the earliest stages of learning to read have regular opportunities to practise and develop their phonic knowledge, using books that contain the letters and sounds that they know.
- ✓ Teachers now understand pupils' identified and specific learning needs better than in the past. They have a useful working knowledge of the targets on pupils' education, health and care plans. However, this knowledge does not reflect precisely enough in how the planned curriculum is adapted to meet these needs. Leaders should ensure that the planned curriculum and other elements of inschool learning support, including via the school's new intervention resource, the haven, link more cohesively, so that pupils make strong progress, particularly in literacy at key stage 2.

## **How can I feed back my views?**

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

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

## School details

<b>Unique reference number</b>	135105
<b>DfE registration number</b>	850/6086
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10189334
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	8 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	28
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	P Bloom Limited
<b>Chair</b>	Richard Power
<b>Headteacher</b>	Joanne Summers
<b>Annual fees (day pupils)</b>	£58,000–£74,000
<b>Telephone number</b>	02392 250963
<b>Website</b>	<a href="http://www.acornjubileeschool.co.uk">www.acornjubileeschool.co.uk</a>
<b>Email address</b>	<a href="mailto:jubilee@acorneducationandcare.com">jubilee@acorneducationandcare.com</a>
<b>Date of previous inspection</b>	25–27 February 2020

## Information about this school

- ✓ Jubilee is an independent special school for pupils aged 8 to 16. Pupils all have social, emotional and mental health needs. Almost all have an education, health and care plan. Most have experienced a disrupted education prior to joining the school.
- ✓ A small number of pupils in key stage 4 attend Havant and South Downs College for part of their education.
- ✓ Since the last inspection, the proprietor body has changed its name from Outcomes First Group Ltd to P Bloom Limited. The named proprietor body chair has changed. The school has a governing body, consisting mainly of staff from the proprietor body company.
- ✓ At the last inspection the headteacher was newly in post. This previous headteacher left the school in March 2021. The current headteacher was made substantive in her post in March 2021, having previously been the deputy headteacher then acting headteacher. There is an executive headteacher who also oversees another school owned by the same proprietor body.
- ✓ At the time of the inspection, Year 11 pupils were not in attendance. Their final day in school was Friday 11 June 2021.

## Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

The Department for Education commissioned Ofsted to carry out this inspection earlier in the cycle than previously planned.

- ✓ Inspectors did deep dives in reading, writing, mathematics and science. They talked to subject leaders then visited lessons and talked to pupils about their work. They also met with teachers to talk about learning in these subjects and looked at pupils' books.
- ✓ Inspectors reviewed the school's safeguarding arrangements. They scrutinised leaders' recruitment checks on adults working in the school. They explored how staff use their knowledge of safeguarding to keep pupils safe. Inspectors also reviewed the school's records of safeguarding concerns.
- ✓ Inspectors met with the headteacher, executive headteacher and with various other members of staff. The lead inspector spoke with the chair of governors and the chair of the proprietor body. Inspectors reviewed a range of relevant documents and toured the school site to check compliance with the independent school standards. They took account of anonymous survey responses from four pupils, six members of staff, and four parents.

### **The school's proposed change of age range and maximum number of pupils**

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- ✓ The outcome of this part of the inspection is: **The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**
- ✓ Leaders asked to extend the school's age range to allow pupils to be admitted from the age of five, instead of the current age of eight. Leaders also asked to be able to increase the number of places in the school from 40 to 45. In June 2019, school



leaders were previously granted permission to increase the number of school places from 36 to 40.

- ✓ Leaders have given appropriate thought to the curriculum that key stage 1 pupils would follow. Their plans look likely to prepare pupils suitably for key stage 2 learning. Pupils' spiritual, moral, social and cultural development are central to the intended curriculum. Opportunities are built in for pupils to experience an appropriately wide range of subjects. Teachers have the necessary expertise to be able to deliver the planned curriculum successfully.
- ✓ The school currently meets the independent school standards for pupils' welfare and health and safety, and around the suitability of staff, provision of information and how complaints are managed. These arrangements would remain fit for purpose if the material change is granted.
- ✓ Leaders have identified a suitable classroom for key stage 1 pupils to use. It has access onto the playground for pupils to be able to work and play outside. Leaders have considered how furnishings and resources would be updated to make the room better suited for younger pupils.

### **Inspection team**

Kathryn Moles, lead inspector

Her Majesty's Inspector

Deborah Gordon

Ofsted Inspector

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