

Inspection of Jubilee School

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

Inspection dates: 10 to 12 May 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Jubilee School makes a significant contribution to pupils' personal development. Pupils have often had poor experiences of school. Some have been out of education, and some have had several suspensions. Pupils quickly realise that this is a very different school. They learn to trust the staff working with them because staff invest in getting to know each of them individually. Pupils who spoke to inspectors during the inspection described staff as the best thing about the school. When asked why, one pupil said, 'They just get me,' meaning that they felt understood. As a result, pupils are happy and see the school as a 'safe haven'.

Staff have high expectations of pupils' behaviour. Pupils behave well in lessons and around the school. There are times when pupils need more help to manage their thoughts, feelings and emotions. Staff support pupils well, which sometimes includes different therapies. The high-quality pastoral care that pupils receive is particularly effective. Staff do not tolerate bullying. Instances of bullying are tackled quickly. By the time pupils leave the school, they are in a better place socially and emotionally. They also have better mental health. They are confident, resilient and ready to take their place in the world.

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

The headteacher leads her team with absolute determination to provide a high-quality education for every pupil. She has fostered a team spirit among those working here. Consequently, staff feel well supported with their workload and well-being and have a positive outlook, which rubs off on pupils. Crucially, no matter what challenges each day brings, every day is seen as a fresh start for pupils.

Staff are committed to changing pupils' lives for the better. A well-thought-out curriculum sits at the very heart of the school. Leaders have developed a curriculum that ensures that pupils learn the most important content in a range of subjects from the primary phase through to secondary. Staff recognise that they need to get to know pupils extremely well if they are to help them succeed. This is something the school does effectively. Staff understand pupils' strengths, talents and interests, as well as their barriers to learning. As a result, they meet pupils' individual needs.

During pupils' first few weeks at school, staff make checks on pupils and identify any gaps in their knowledge and skills. This is particularly important given the challenges pupils have faced in the past. Staff use this information to help them personalise each pupil's learning. Staff are trained well and explain new learning clearly while bringing it to life and making it relevant. They encourage pupils to answer lots of questions that make them think. Importantly, they ensure that there is plenty of discussion between pupils, which helps to improve their social skills and encourages them to listen to others. While many teachers give careful thought to the tasks they ask pupils to complete, these are not always the most effective activities that will help pupils to grasp the intended learning as well as they could.

The teaching of reading has improved significantly since the previous inspection. Reading is a priority. Phonics teaching is paying dividends. Pupils are quickly learning to read. The books that pupils read are closely matched to the sounds they learn. There are plenty of opportunities for pupils to read for pleasure. Many pupils read independently, and staff also read to pupils. There is an ever-increasing number of books that pupils enjoy reading. One pupil approached the lead inspector during the inspection and asked if he could read to him. He proudly told the inspector that he could not read when he first started at the school. He went on to read fluently, showing the impact of the school's work.

Pupils' personal development is exceptional. The opportunities pupils have prepared them extremely well for adulthood. Pupils are encouraged and supported to become well-rounded, confident, resilient and respectful citizens. The conversations inspectors had with pupils showed strong evidence of this. The personal, social, health and economic education programme is extensive. Pupils learn about many important topics and issues that will help them lead healthy and safe lives. A range of trips as well as workshops run by visitors help to improve pupils' social skills. For example, pupils visited and enjoyed a jazz concert and also tried Bollywood dancing. Pupils receive impartial careers advice that helps them make important decisions about the future. Work experience gives pupils a taste of the world of work. Every pupil successfully gains a college place or apprenticeship.

Strong systems are in place that help proprietors and governors carry out their roles effectively. Proprietors and governors hold leaders to account by regularly scrutinising the school's work. They ask probing questions of leaders to challenge and support them. Regular visits to the school help them to check for themselves that the school is doing all it can to improve continuously. The work of proprietors and governors ensures that the school meets its statutory duties. This includes compliance with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment processes and checks on staff are carried out meticulously. Leaders ensure that staff working here are the right fit for the school. Staff are trained well in all aspects of safeguarding. They are alert to any signs that might indicate that a pupil needs help. Communication between staff and safeguarding leaders is effective. This means that concerns are passed on swiftly, and actions are taken to organise support for pupils. Every moment of every day is seen as an opportunity to teach pupils how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and proprietor)

- Not all teachers select the most appropriate tasks that will help pupils to learn the important knowledge and skills that leaders have identified. This means that

some pupils do not learn the curriculum as well as they could. Leaders should ensure that the tasks they provide for pupils contribute strongly to what it is that leaders have identified as the most important content for pupils to know and remember.

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.

School details

Unique reference number	135105
DfE registration number	850/6086
Local authority	Hampshire
Inspection number	10267640
Type of school	Other independent special school
School category	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	40
Number of part-time pupils	0
Proprietor	P Bloom Limited
Chair	Richard Power
Headteacher	Joanne Summers
Annual fees (day pupils)	£58,000 to £74,000
Telephone number	02392 250963
Website	www.acornjubileeschool.co.uk
Email address	Kate.Kendall@acornjubileeschool.co.uk
Date of previous inspection	15 to 17 June 2021

Information about this school

- Jubilee School is an independent special school for pupils aged five to 16 years. Pupils all have social, emotional and mental health needs. 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.

Information about this inspection

Inspectors 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.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with the headteacher, other leaders, and teaching and support staff in the school. The lead inspector met with the chair of the governing body (who is also the regional director), and a peer governor, who is also the headteacher of another school in the company. He also held a discussion with the chair of the proprietorial body.
- Inspectors carried out deep dives in early reading, mathematics, food technology and science. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read to an adult from the school.
- Inspectors held discussions with some pupils to gather their views about the school.
- Inspectors considered responses to Ofsted Parent View and the free-text comments received during the inspection. Inspectors also considered the responses to Ofsted's staff survey.
- To inspect safeguarding, inspectors held meetings with safeguarding leaders, governors and teachers. They scrutinised the single central record and sampled safeguarding records.
- Inspectors also took account of a range of other information, including the school's development plans, school policies and minutes of governing body meetings.

Inspection team

Shaun Jarvis, lead inspector

Ofsted Inspector

Alan Johnson

Ofsted Inspector

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