

Queen Elizabeth II Jubilee School

Inspection report

Unique Reference Number	101184
Local Authority	Westminster
Inspection number	354954
Inspection dates	30 November 2010–1 December 2010
Reporting inspector	Heather Yaxley

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

Type of school	All-through
School category	Community special
Age range of pupils	5–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	63
Of which, number on roll in the sixth form	18
Appropriate authority	The governing body
Chair	Gordon Slater
Headteacher	Norman Stromsoy
Date of previous school inspection	19 March 2008
School address	Kennet Road London W9 3LG
Telephone number	020 76415825
Fax number	020 76415823
Email address	n.stromsoy@qe2cp.westminster.sch.uk

Age group	5–19
Inspection dates	30 November 2010–1 December 2010
Inspection number	354954

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The team observed 11 lessons, involving eight different teachers. Meetings were held with senior leaders and managers, members of the governing body and groups of parents, carers and pupils. They observed the school's work and looked at documentation relating to assessment, the curriculum, attendance and the work of the governing body. Responses to questionnaires from 30 parents and carers and 22 staff were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school uses assessment information on pupils' progress to inform teaching and other aspects of provision to improve the quality of pupils' academic and personal outcomes.
- The impact of the curriculum on the achievements of students in the sixth form.
- How effectively the governing body and coordinators contribute to school improvement.

Information about the school

The Queen Elizabeth II Jubilee School is a small special school for pupils with severe, profound and multiple learning difficulties, and autism. All pupils have a statement of special educational needs. Approximately a third of pupils are in the sixth form, and this is a significantly higher proportion than at the time of the last inspection. There are only ever very few children in the Early Years Foundation Stage and they are taught alongside Year 1 pupils. Pupils represent a diverse cultural population with a high proportion of pupils who speak English as an additional language. Many pupils join or leave the school during the course of the year, and in different age groups. Just under half of the pupils are known to be eligible for free school meals. In September 2010, the school gained approval as a specialist school for cognition and learning. The school premises are currently being expanded as part of the Building Schools for the Future programme and the plan is to move into the new accommodation early in 2011. An executive headteacher was appointed two years ago and is also responsible for another local special school, College Park.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

There is nothing about Queen Elizabeth II Jubilee School that has stood still over the past few years. Since the time of the last inspection, there has been a new leadership team, an extensive building programme, an expanded sixth form, changes to the curriculum and assessment and a new partnership with a local school. However, all of these things have had a very positive effect on the pupils and this is because the changes have been well thought through and well managed by the executive headteacher, the senior team and the governing body. So, for example, sixth form students have managed being in their temporary accommodation very well and the curriculum, although restricted currently by the building works, has also improved. Leaders and managers, including the governing body, have an accurate picture not only of where they are and where they want to be with their provision, but also how to use professional development opportunities with staff to keep up the pace of development. This means that the school is in a good position to improve the outcomes for pupils even further.

The quality of teaching and the use of assessment are variable and are not always monitored with sufficient precision or regularity. The use of assessment, although still satisfactory, has come a long way since the last inspection in providing better information about how well pupils are doing and what they can achieve next. Good aspects of teaching and learning include very positive relationships between staff and pupils, good management of behaviour, as well as integrating individuals' health and personal care needs within lessons so that learning time is maximised.

Many aspects of pupils' personal development are good. They feel safe and the way that pupils respond to opportunities to stay healthy is a particular strength that makes a significant difference to their physical health as well as their emotional well-being. However, pupils' attendance is low and, although there are some examples of where attendance has improved as a result of carefully targeted support to families, the school is not always as proactive as it should be in following up individual cases and looking for patterns of attendance over time. Some absence is accounted for by non-attendance of pupils who are very poorly, but even when this is taken into consideration, there are some who do not come to school regularly enough. This affects the judgement on how well the school prepares pupils for their future economic well-being, which in most other respects is a major strength, particularly for students in the sixth form.

What does the school need to do to improve further?

- Improve attendance by:
 - monitoring absence more regularly and thoroughly
 - raising the profile of good attendance with parents and carers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Raise the quality of teaching so that the large majority is good or better, by:
 - monitoring and evaluating teaching more thoroughly in relation to the progress that pupils make, so that weaknesses can be clearly identified and tackled
 - further developing and embedding the use of assessment into teachers' plans.

Outcomes for individuals and groups of pupils

2

Pupils of all ages and abilities are happy in school, as shown by their conversation and interaction with staff and one another when they arrive in the mornings, and in their positive attitudes to learning in class. Communication with staff and friends takes place continually throughout the day through speaking, signing, eye-pointing and the use of pictures to convey choice and meaning. This plays a major part in pupils' access to learning and their ability to make progress. Their skills, knowledge and understanding on entry to the school, and by the time they leave, are low with some working within the lower levels of the National Curriculum and most working within P levels. However, pupils make good progress from their individual starting points and there is no discernable difference between the achievements of different age groups or abilities. Through its analysis of assessment data, the school has identified that pupils' skills are relatively weak in information and communication technology, reading and science. This reflects current priorities for development for subject leaders, with suitable plans in place to address these relative weaknesses.

Pupils make similarly good progress in their personal development. Pupils with autism rarely show signs of anxiety; instead, they are ready and keen to learn, respond well to adult expectations without being too dependent on routines and are able to learn and socialise in group situations. Pupils with profound and multiple learning difficulties engage well with learning, and their responses to staff suggest that they are confident with adults, and not only with those that work specifically with them. It is no mean feat that pupils remain calm and focused on learning during the upheaval to the premises caused by a prolonged period of building work. They have responded very well to the school's arrangements to keep them safe and confident during this period of change.

Pupils' ability to stay healthy is particularly striking, including those who have profound and multiple learning difficulties and those who have specific health needs. The youngest children, as well as other pupils who are new to the school, quickly gain the confidence to work with staff on personal programmes for physiotherapy, self-care and intimate care. As a result, there is no fuss or reluctance when pupils require care or guidance for hygiene, eating and medication, and so interruptions to their learning and social experiences are kept to a minimum. A multi-agency approach to meeting pupils' needs has a direct effect on outcomes, for example through the work of speech and language therapists to extend the communication abilities of pupils such as those who have autism. Across the school as a whole, there is a varied menu of opportunities to enhance healthy lifestyles, including healthy eating and enriching sports experiences, and pupils take good advantage of what is on offer. By the time they leave the school, the most-able students in the sixth form have developed a very strong set of skills that contributes to their economic well-being, such as an understanding of how to use money, how to use public transport confidently, and how to socialise with adults and with those of their own age. These skills are so well developed because throughout the school, the curriculum gives good opportunities to build confidence and apply skills in meaningful, practical situations. The weakness within

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

preparation for their economic well-being is the low rates of attendance for reasons other than acute medical illness.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	*
Pupils' attainment ¹	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In sixth form schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

Pupils make good progress because of two particular aspects of provision. First, the curriculum meets their needs well through personalised programmes that link targets from individual education plans with those for knowledge, skills and understanding of each subject area of the National Curriculum. Second, high quality care, guidance and support attend well to their physical and emotional well-being so that they are ready, willing and able to learn. Staff know their students exceptionally well and it is because of their knowledge and understanding of their needs, particularly in respect of their care needs, that pupils are able to engage with and enjoy school so much. However, the quality of teaching is too variable to ensure that pupils' progress is consistently good in lessons. For example, the expectations of pupils to do things by themselves and show what they can do are of variable quality, as is teachers' use of assessment in lessons. Good examples can be seen in the way that the development of communication skills is integrated into most lessons. This is a result of the collaborative work between the speech and language

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

therapists and classroom staff. It enables more and better quality communication from pupils, in turn, enhancing their understanding of and participation in learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The appointment of an executive headteacher, together with a reorganisation of the roles, responsibilities and accountabilities of the senior team, has improved the leadership and management of the school since the last inspection and has driven through changes that have improved the provision. The governing body played a key role in this. They were very clear that they wanted to develop the provision further to ensure an equal measure of academic learning and pastoral care for pupils. The changes made to the curriculum and assessment have gone a long way towards achieving this aim and in this way they have ensured good attention to promoting equal opportunities. However, subject leaders do not always make best use of assessment information to inform their curriculum action plans, and the monitoring and evaluation of the quality of teaching and learning are not always sharp enough or sufficiently frequent to ensure that teaching is consistently good. The monitoring of attendance and the single central register of checks made on the suitability of staff to work with children, which meets requirements and shows that all suitable checks have been made, is not sufficiently reviewed or monitored by senior staff or the governing body to ensure that it is up-to-date. Other aspects of safeguarding, such as health and safety, are given an appropriately high profile to ensure that pupils' particular needs are met. A suitable policy is in place for the promotion of community cohesion and an audit has been carried out. Work on implementing a resulting action plan is to be prioritised over the next year when more suitable premises can be used to facilitate more work within community contexts. Although early days as a specialist school for cognition and learning, the executive headteacher has used professional development of staff and the ongoing work to support local schools as a means of developing the specialist aspects of their work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The school educates the small number of Reception-aged children in a class with Key Stage 1 pupils. In line with pupils in the rest of the school, they benefit from a good personalised approach to their needs. This enables them to settle quickly into school, to be confident with staff and other children, and to make good progress from their individual starting points. It also provides the children with meaningful and relevant learning experiences that fulfil the requirements for the six areas of learning well. Provision for the children to have ready access to an outside environment for learning is temporarily limited by the building programme.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Sixth form

Good leadership and management of the sixth form can be seen in the good provision that it makes for students, leading to good outcomes. The extent to which students develop a

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

sense of themselves, the expression of their personalities and, for some, the development of age-appropriate social skills is striking. This is achieved by the high level of individual support given to students which simultaneously allows for independence and autonomy of action. Students are not overly protected, which means that they look forward to their future lives with enthusiasm and confidence. The students' specific needs, such as for those with autism and those with behaviour support programmes, are met well without unnecessary disruption to learning. The curriculum includes meaningful opportunities for work experience. The school is appropriately planning to review accreditation options to ensure that they provide the best possible platform for transition to future education placements.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was above average for a special school. Those who responded and spoke to inspectors are overwhelmingly positive about their children's experience of the school. Comments include instances of having positive relationships with staff and exceptional support from teaching staff and therapists. Some would like more therapy services and others acknowledge the limitations of the provision while the school is being extended. Some expressed concern about their children's preparation for the future and these stem from issues beyond the school's control about the availability of placements for some students when they leave the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queen Elizabeth II Jubilee School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	83	5	17	0	0	0	0
The school keeps my child safe	23	77	7	23	0	0	0	0
My school informs me about my child's progress	23	77	7	23	0	0	0	0
My child is making enough progress at this school	17	57	12	40	0	0	0	0
The teaching is good at this school	19	63	11	37	0	0	0	0
The school helps me to support my child's learning	16	53	14	47	0	0	0	0
The school helps my child to have a healthy lifestyle	16	53	12	40	2	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	47	11	37	4	13	0	0
The school meets my child's particular needs	19	63	11	37	0	0	0	0
The school deals effectively with unacceptable behaviour	16	53	12	40	2	7	0	0
The school takes account of my suggestions and concerns	16	53	13	43	0	0	0	0
The school is led and managed effectively	18	60	10	33	0	0	0	0
Overall, I am happy with my child's experience at this school	24	80	6	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 December 2010

Dear Pupils and Students

Inspection of Queen Elizabeth II Jubilee School, London W9 3LG

Thank you for helping us to inspect your school. We enjoyed talking to you and looking at your good work. We know that you like school and that you work very hard.

Queen Elizabeth II Jubilee School is a good school. Mr Stromsoy and Mr Pickard are doing a good job and all of the staff take good care of you. We want them to make sure that you come to school every day and look closely at what you are learning.

Yours sincerely

Heather Yaxley

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.