

Jubilee Wood Primary School

1 Fishermead Boulevard, Milton Keynes, MK6 2LB

Inspection dates

9–10 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While improving, pupils' attainment is still not sufficiently high enough and their achievement requires further improvement.
- Teachers do not always make the best use of assessment information to plan activities to ensure all pupils make equally good progress in English and mathematics, especially in Years 3 and 4.
- The headteacher has tackled some difficult issues to ensure there is no longer inadequate teaching in the school. However, it is too early to see enough impact on the progress pupils are making.
- The work does not always provide more-able pupils with the right level of challenge.
- Marking is not consistently good. In some classes pupils are not always sure how they can improve their work.

The school has the following strengths

- The senior leaders offer strong, clear leadership. This is an improving school. Teaching is good.
- Accurate checks on how well the school is doing result in appropriate planning and the correct priorities being identified for the school to improve.
- Adults manage pupils' behaviour well, avoiding any disruption to learning. Pupils feel safe in the school.
- The new curriculum is engaging pupils and increasing their enjoyment and involvement, as well as providing them with many opportunities for to practise their writing and mathematical skills in different subjects.
- Children do well in Reception classes because the teaching is consistently good. The stimulating environment encourages the children to want to learn.
- The support and challenge from the governors and local authority are helping the school to improve.

Information about this inspection

- The inspectors observed 22 lessons, of which several were jointly observed with the headteacher and the deputy headteacher. In addition, they made a number of short visits to lessons and learning areas, including pupils being taught by teaching assistants. The inspectors also watched three assemblies, including one on internet safety.
- The inspectors also listened to pupils in Years 2 and 6 reading and looked at pupils' workbooks.
- Lunchtimes and break times were used to talk to pupils around the school.
- Meetings were held with groups of pupils, members of staff, the governing body including the Chair of the Governing Body and a representative from the local authority. These meetings included discussions about the analysis of data, documented information and records provided by the school relating to the monitoring of the quality of teaching, tracking of pupils' progress, as well as documents relating to safeguarding children.
- Questionnaires were analysed from 28 members of staff.
- The inspectors took account of 12 responses to the online questionnaire (Parent View). The views of parents were also obtained through the school's surveys and conversations with parents at the start of the school day.

Inspection team

Sarah Jones, Lead inspector	Additional Inspector
Stephen Fletcher	Additional Inspector
Ian McAllister	Additional Inspector

Full report

Information about this school

- The previous infant and junior schools amalgamated in September 2012 to form Jubilee Wood Primary School. The current headteacher and deputy headteacher both started in September 2012.
- Jubilee Wood is larger than the average-sized primary school, organised over two sites.
- More than 60% of pupils are from a range of minority ethnic backgrounds. A significant proportion of pupils speak English as an additional language, including some at the early stages of learning English, and with many joining later in the school year.
- The proportion of pupils supported through school action is above average and the proportion supported by school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for pupil premium funding is above average. (This is additional government funding for those known to be eligible for free school meals, children in local authority care and children from forces' families.)
- The school does not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure teaching is consistently good and increase the proportion of outstanding teaching to raise attainment by ensuring:
 - all teachers make best use of test and assessment data when planning lessons, particularly in Years 3 and 4
 - that all lessons provide sufficient challenge for all pupils, particularly the more able
 - marking is consistently well linked to pupils' next steps, and pupils know how to improve their work.

Inspection judgements

The achievement of pupils

requires improvement

- Prior to the amalgamation of the two schools published results show that pupils' progress was not good. Although, there is a significant upward trend across year groups evident, more needs to be done to make up for gaps in pupils' knowledge, skills and understanding.
- Pupils' achievement is not yet good as teaching in the past had not always challenged pupils; however, this is the prime focus of school leaders and there is evidence of improvement. This has not been in place long enough to have a full impact on the achievement of all pupils in all year groups.
- Pupils are beginning to read more widely. Pupils are encouraged to read at home as well as daily reading in school, to support their understanding of letters and sounds to read unfamiliar words. The school has provided effective training for all staff to help improve pupils' reading. Pupils enjoy using the recently refurbished library in the school.
- Pupils have increasing opportunities to use their literacy skills in different topic areas. For example, pupils in Year 4 used a range of resources well to complete research on the Vikings. Resources included books, access to electronic devices and class discussion.
- Pupils who speak English as an additional language make rapid progress in all areas. Pupils of different abilities and from different ethnic backgrounds achieve well due to individual, targeted support they receive on entry to the school.
- Disabled pupils and those who have special educational needs make similar progress to their peers with effective interventions and support.
- Small-group work and additional classroom support for pupils in receipt of pupil premium funding have been effective in helping them to close the attainment gap particularly in English. As a result, this group of pupils progress well in comparison to pupils within the school. As with other groups, being a relatively new school it is not possible to comment on the trend from year to year.
- More able pupils do not achieve as well as they should. Sometimes the activities are too easy. For example, in a mathematics lesson on three-digit numbers pupils did not use their knowledge to solve more complex mathematical problems.
- Pupils get a good start in Reception. Their attainment on entry is well below the typical levels for their age and many are at an early stage of learning English. By the end of Reception, pupils have made good progress.

The quality of teaching

is good

- Most of the teaching is good with some that is outstanding. There had previously been some weak teaching however there is now none that is inadequate. Pupils make good progress in most lessons.
- Teachers have good subject knowledge and they use this effectively to engage and promote opportunities for pupils especially when developing their literacy skills in different subject areas.
- Teachers plan lessons effectively to make sure the work is matched to the different abilities within the group, providing a range of interesting and demanding tasks that motivate pupils to achieve well. In a few lessons, the work is not planned well enough to provide the right level of difficulty for more able pupils.
- Teaching assistants and learning mentors know the pupils well and provide good support. They know how to motivate and encourage them to learn effectively. This consistent approach helps to support and develop the learning of all targeted pupils.
- The consistent and daily approach to teaching letters and sounds supports pupils well to make good progress.
- The school has recently changed how teachers mark work. However, marking is not consistently

good in all year groups. The next steps not always clearly stated to tell pupils how to improve their work.

- Effective management in the Early Years Foundation Stage provides children with exciting learning both indoors and outdoors. Teachers ensure a good pace and use a range of strategies to support the children's learning.

The behaviour and safety of pupils are good

- Pupils' positive attitudes, conduct and manners contribute well to their learning. Pupils are enthusiastic about their work and their school community. The behaviour of is good. Scrutiny of behavioural records show this is the case over time too.
- Some pupils have some very specific behaviour needs and these are well managed by staff to ensure all are included successfully within the whole school community.
- When pupils are moving around the school, interacting with each other at play and lunchtime, they are polite and friendly to each other, although a small amount of boisterous behaviour was observed during the inspection. The introduction of playground pals at lunchtime works well, with pupils enjoying organising games and befriending others in the playground.
- Pupils say that they feel safe and parents agree. They have a good understanding of the different forms of bullying. They are aware bullying does happen in everyday life, and any incidents are dealt with effectively. Pupils are taught how to keep themselves safe on the internet and are aware of issues such as cyber bullying. The school's work to keep pupils safe and secure is good.
- Pupils entering the school at times different from the normal school year are well supported by staff and their peers, to make sure integration into a new setting is as smooth as possible.
- Parents spoken to during the inspection felt that pupil behaviour was good and that the school provided a safe environment for their children to learn in. A few parents reported on Parent View that some behaviour was not good; however, this was not evident during the inspection or from school records.
- Attendance has improved since last year. This reflects the diligence of staff in encouraging good attendance of all groups of pupils. The school is rigorous in its approach to dealing with absence, and works effectively to improve the attendance of all pupils. A successful breakfast club provides pupils with a good start to their school day.

The leadership and management are good

- The headteacher, senior leaders and governors have a clear, shared vision and strive to make the school the best it can be. They have provided strong effective leadership for the new school. They have a realistic view of what needs to be done and are highly ambitious for the school and show determination in driving forward improvements.
- There is evidence of significant progress since the amalgamation in 2012 and pupils' rates of progress are accelerating. Gaps with national averages are beginning to close. The new systems to track pupils' progress have enabled the school to monitor their progress more effectively, and are helping teachers sharpen their planning.
- The school's plans are thorough and senior leaders have a very good understanding of what the school needs to do to improve. These plans are shared with all f staff. Staff training is linked to the key priorities.
- The school works well with parents, who report they are happy with the school and that the school is well led and managed and teachers are very approachable. One parent gave an example of the support his child had received with his reading and the positive impact this had on his child's confidence.

- The curriculum is exciting and enjoyed by the pupils, providing opportunities to develop both literacy and numeracy skills; for example, Year 3 pupils visited a museum during the inspection to help support their work on Ancient Egypt. The pupils were very excited about the visit; trips are a highlight for many pupils. The additional sports education funding will be spent on developing the teachers' skills in physical education to create a far more sustainable approach to physical education.
- The school makes good provision for the pupils' spiritual, moral, social and cultural development and has strong links with the local community, including churches, mosques, a local care home, and police and fire services. The school is very proud of its work within the local community and the local council. Parents also contribute to supporting African drumming workshops, cooking and Indian dancing during an arts week.
- Links to the local authority are strong, which supports the school well.
- The management of teachers' performance has been used well to raise expectations, check teacher targets against the school's priorities and highlight areas for individual development. The governors are kept informed about the process. Teachers find the process supportive especially opportunities to observe colleagues and share good practice.
- The school's arrangements for safeguarding of pupils meet statutory requirements and demonstrate good practice.

■ **The governance of the school:**

- The governing body has a clear understanding of the school's strengths and what it needs to do to keep improving. The governing body is committed to raising achievement. Governors have a clear understanding of the effectiveness of teaching, leadership and the progress pupils are making. The school and local authority have made sure governors have the expertise to both challenge the school and hold the school to account to raise pupils' attainment. Governors have an understanding of the school's management of teachers' performance and the implementation of 'Teachers' Standards' and how they affect salary progression. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. The knowledge of the school by the governing body enables close monitoring, for example the financial position of the school. Governors make sure they are kept up to date with training to improve their effectiveness.

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

Unique reference number	136929
Local authority	Milton Keynes
Inspection number	430663

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	David Giles
Headteacher	Anthony Berwick
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