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21 May 2015

Mrs Joanna Eade, Headteacher  
Mr Richard Thornhill, Executive Headteacher  
Jubilee Primary School  
Tulse Hill  
London  
SW2 2JE

Dear Mrs Eade and Mr Thornhill

### **No formal designation monitoring inspection of Jubilee Primary School**

Following my visit to your school on 15 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because the Chief Inspector was concerned about behaviour and safety of pupils at the school as it was not judged good in the recent section 5 inspection.

#### **Evidence**

During the inspection I considered a range of evidence including:

- observations of pupils' behaviour throughout the day, including an assembly, the start and end of the day, break time and lunch time
- observations of pupils' behaviour and their attitudes to learning in lessons
- discussions with pupils about their views and experiences
- documentary evidence about behaviour, safety and attendance
- discussions with parents, school leaders, staff and governors about how the school manages behaviour, safety and attendance.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to improve behaviour and secure consistently positive attitudes to learning.

#### **Context**

Jubilee is a larger than average-sized primary school. It works in partnership with the Loughborough Federation of Schools under the leadership of the executive headteacher. There are approximately 460 pupils on roll and pupil mobility is high. The majority of pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average. Nearly two thirds are eligible for the pupil premium grant which is used to support those from

disadvantaged backgrounds. The proportion of pupils who have special educational needs is above average. Pupils with hearing impairment are fully integrated into classes and activities throughout the school.

### **Behaviour and safety of pupils**

Leaders, staff and governors have successfully improved pupils' behaviour and safety since the inspection in September 2014. During this unannounced visit adults' management of behaviour was consistently good. The school is highly inclusive. Relationships between adults and pupils are mutually respectful. Pupils demonstrate positive attitudes to their learning and to one another.

Pupils' arrival to school at the start of the day is well organised. Those arriving late report to a member of staff and the reasons for lateness are noted then checked by senior staff. Too many pupils however do not arrive punctually, for example, 63 pupils were late for school during the previous week. This creates an unsettled start to the day for these pupils and loses important learning time.

Pupils' conduct and engagement at school is good. Pupils express their opinions confidently and articulately because they are used to providing feedback that is valued and acted upon by adults. Leaders ensure pupils have regular formal and informal opportunities to discuss personal issues or school matters. Adults actively help to resolve concerns. Staff and pupils implement the 'Rights, Respecting School' programme and demonstrate a positive awareness of others in school and in a wider context. For example, older pupils improve behaviour as 'Playground Angels' and Peer Mediators to solve potential problems. School Council have improved vegetarian choices on the lunch menu. Pupils proudly told me about fundraising for their chosen international charities. Such initiatives help pupils develop caring and responsible attitudes, contributing to the school's strong ethos.

In most classes visited during inspection, adults managed pupils' behaviour effectively so they were engaged in their learning and supported to achieve well. Clear routines enable pupils to move quickly from one activity to another. Adults refer to the class charter which sets specific expectations for all pupils, namely, to follow instructions, listen to others and take turns. The majority of pupils manage to keep this code which ensures learning is usually uninterrupted and focused. In one lesson, pupils openly discussed sensitive moral issues about begging and in another pupils persevered in a rapid recall mathematics test.

A minority of pupils find behaviour and concentration difficult. These individuals receive additional support, their classmates told me about incidents of disruptive behaviour that have occurred but they were confident that adults provided enough help in these situations. All pupils were unanimous that behaviour in school has recently improved considerably.

The management of behaviour at break and lunchtimes is very effective. In the nursery, children show good table manners, say 'please' and 'thank you' and take responsibility for scraping their plates. Similar high expectations continue throughout school. Whilst playtime is energetic and lively, pupils are very well supervised by all

staff who guide and oversee active games, quiet discussion or more gentle pursuits. A pupil told me, 'everyone can fit in here and all of us take care of each other'.

The school is committed to including pupils with additional needs. The support for vulnerable pupils is very strong. Those who are hearing impaired are fully integrated into school life, signing occurs simultaneously with spoken word for assemblies and teaching instruction. Other pupils with complex needs say adults help them manage their feelings by drawing, talking to a trusted person or gardening. Parents acknowledge the importance of the school's work to support children with troubled or difficult home lives. Nevertheless, despite intensive support, the behaviour of a small minority of pupils remains challenging. Exclusions from school are high. Thirteen episodes have been recorded since September. Leaders acknowledge more could be done within the federation to respond to serious incidents before exclusion.

Attendance is above average. On the day of the inspection it was 97.8%. Leaders monitor absence rigorously. Holidays in term time are not allowed, a high number of financial penalties are sanctioned. Leaders additionally check the safety of vulnerable pupils when they are absent from school.

Leaders and governors have worked hard to address perceptions of bullying. Analysis of school records shows it is infrequent. Pupils and parents verify this information and also say that on the rare occasions it occurs, it is dealt with quickly.

Governors have a good overview of behaviour and safety because they carry out insightful and regular checks on this aspect of the school's work. For example, they commissioned a local authority review, surveyed parents and they visit frequently to talk to pupils and to assess safeguarding. Governors share and oversee the staff's strong commitment to ensure the school is a safe and respectful place for all pupils.

### **Priorities for further improvement**

- Review the exclusion policy to include using resources within the Loughborough Federation of schools to support pupils with challenging behaviour.
- Implement a strategy to ensure pupils' punctuality to school improves.

I am copying this letter to the Director of Children's Services for Lambeth local authority, to the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Ann Debono  
**Her Majesty's Inspector**