

# Jubilee High School

School Lane, Addlestone, KT15 1TE

**Inspection dates** 25–26 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since joining the school, the headteacher has been relentless and successful in improving it.
- Expectations of students' achievement have been raised and teachers have been given the skills to help students learn effectively. Teaching is now good. Consequently, levels of achievement have risen sharply and students have an increasing understanding of how to improve their work.
- GCSE results in 2014 show that most students are making better progress than others nationally, including in English and mathematics. Despite often joining the school with lower than average attainment levels, their results are typically in line with others across the country and sometimes higher.
- Students who are disadvantaged or who have special educational needs have not attained as highly as others in their examinations but their rates of progress are improving rapidly.
- The school community is welcoming and there is a tangible sense of optimism for the future. Students are proud of the improvements made to the school. They are typically happy, courteous and care about others and their environment.
- Students say that their school is safe; leaders and governors strive to keep them safe and secure, including by developing their awareness of risks outside of school.
- The leadership of the headteacher is outstanding and he is supported by strong senior leaders and an increasing number of skilled subject and team leaders.
- Governors have played a key role in improving the school. They have expanded their knowledge and skills and have worked with senior leaders intensively to create a thriving and inclusive community where all can succeed.
- The school has taken full advantage of the benefits of membership of the Bourne Education Trust.

### It is not yet an outstanding school because:

- The school's work to raise standards of literacy for Year 7 students with the lowest levels has not yet had a full impact. Some students in Year 8 are making less progress than others.
- Teachers are not consistent across the school in giving precise feedback to students and monitoring their progress afterwards.
- The most able students are not always challenged sufficiently to reach the highest levels of achievement.
- Some subject area leaders have yet to become sufficiently rigorous in their checking of teachers' work to ensure that all students make rapid progress.

## Information about this inspection

- Inspectors observed parts of 41 lessons, nine of which were jointly observed with senior leaders.
- No Year 11 lessons were seen, as this group of students had left school following their GCSE examinations.
- Some classes were not seen because students were taking examinations.
- An inspector with specific expertise in special educational needs looked at the work of the speech, language and communication needs centre.
- Inspectors held meetings with a wide range of staff members, including senior and team leaders, new and more experienced teachers and others with responsibilities such as safeguarding, support and attendance.
- The lead inspector also met with a group of three governors, the chief executive of the board of the Bourne Education Trust and the local authority school advisor.
- Inspectors looked at an extensive range of documents, including the school’s own evaluations, its plans for improvement, policies, information on achievement, behaviour and attendance and the minutes of governors’ meetings.
- The views of students were collected through discussions in lessons, around the school and in three meetings.
- Inspectors took into consideration the views of 40 parents and carers who responded to the online survey, Parent View, and also feedback from the 44 staff questionnaires that were returned.

## Inspection team

Jacqueline Goodall, Lead inspector	Additional Inspector
Kanwaljit Singh	Additional Inspector
Graham Tyrer	Additional Inspector
Scott Norman	Additional Inspector

## Full report

### Information about this school

- Jubilee High School is a smaller-than-average size secondary school which provides education for local students between the ages of 11 and 16.
- The school converted to academy status in September 2013 as part of the Bourne Education Trust which is a Surrey-based multi-academy Trust, sponsored by Epsom and Ewell High School.
- Most students are of a White British background, although there is a small proportion of students of different ethnicity and a few who speak English as an additional language.
- The proportion of disabled students and those who have special educational needs is greater than the national average.
- The school has specially resourced provision for disabled students and those who have special educational needs in the form of a specialist speech, language and communication needs centre. This is called the Communication and Interaction Centre, abbreviated to COIN Centre. This year, 19 of the 20 available places were taken up.
- The proportion of disadvantaged students eligible for pupil premium funding is just below the national average. The pupil premium is extra funding provided to schools to support looked after children and those known to be eligible for free school meals.
- A greater proportion than average of Year 7 students is eligible for catch-up funding. This funding is to support students who did not achieve the nationally expected levels in English or mathematics at the end of primary school.
- There are a very small number of students each year who attend Brooklands College at Weybridge to follow work-related courses.
- The school has a joint arrangement with the Salesian School in Chertsey to provide alternative education for those at risk of permanent exclusion. The North West Surrey Short Stay School also makes provision for the very few students who experience difficulties in attending school.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress.

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

- Extend the school's work to help all students make rapid progress by:
  - strengthening the support for those students joining the school with low levels of literacy
  - ensuring that all teachers give precise and effective feedback after marking and then check that students use it to improve their work
  - challenging, inspiring and supporting all students, including the most able, to achieve at the highest levels possible
  - ensuring that all subject leaders check the work of teachers rigorously and regularly and help them to improve their teaching.

## Inspection judgements

### The leadership and management are good

- The leadership of the headteacher is outstanding. He has built a strong senior leadership team and together they have established a relentless focus on raising standards of teaching and learning. As a result, the quality of teaching and standards of achievement are now good and students behave well.
- The headteacher has taken courageous decisions to eradicate unsatisfactory teaching and there have been significant changes to teaching staff. Teachers are now ambitious for themselves and their students. This contributes significantly to the optimism within the school community. The well-focused training and opportunities to share good practice link closely with teachers' performance targets.
- The leadership of subject and team leaders is good rather than outstanding because not all check rigorously that teachers help every student to make rapid progress. Nevertheless, a growing number of subject leaders are exceptionally effective in ensuring that standards of teaching and learning are high.
- Leaders and other staff have an unswerving ambition to meet the needs of all students, regardless of ability and background. They actively seek to eliminate discrimination and ensure that all students have an equal opportunity to succeed academically and can access the support they need. They also ensure that every student benefits from the wide range of activities and visits on offer.
- The achievement of disadvantaged students is improving rapidly because leaders made good use of the pupil premium. Teachers and other staff use a wide range of ways to help them catch up in their learning. In particular, the school has invested in extra teachers for English and mathematics. The gaps between the progress of this group of students and that of others within the school and nationally are closing.
- Leaders ensure that disabled students and those who have special educational needs are supported well and make good progress. In particular, those students supported through the COIN Centre benefit from effective specialist guidance and consequently improve their speech, language and communication skills.
- The Year 7 catch-up funding is used well but the school is increasing levels of support to boost literacy levels further.
- The school's work to smooth the transition between primary and secondary school is well thought through and this is starting to enable students to make greater progress in Key Stage 3.
- Nearly all students now study subjects that will enable them to achieve the English Baccalaureate (EBACC). The core subjects of English, mathematics, science, history or geography and a language are taken at GCSE level to prepare students successfully for the next stage in their education or training. There is a good range of other subjects so that students can follow their interests.
- A very small number of students attend college for work-related courses because this suits their needs more effectively. Leaders are vigilant in checking that these students attend and behave well and make good progress in their learning.
- To help students choose their courses wisely in school and when they leave, there is good independent careers advice, especially for the most able. Students say that they value this advice and enjoy the many activities that prepare them for their futures, including the link with Cambridge University.
- There are many ways in which the school prepares students for their future lives in modern Britain. They learn about the importance of respect and tolerance of the views and beliefs of others. They are encouraged to contribute to their community through raising funds for charity, volunteering and undertaking leadership roles. For example, each class has a student literacy leader and some Year 11 students run an 'S.O.S.' group for younger children who have worries.
- The school fosters a love of art, sport and music and students grow in confidence through their experiences of performance in the school theatre. Both teamwork and independent skills are developed.
- Displays around the school and carefully chosen topics in lessons and assemblies make students stop and think, provoke lively debate and help them to consider life's challenges. For example, Year 8 students consider the meaning of human rights and evaluate the benefits of nuclear and wind power in their lessons. All students have the opportunity to visit museums and theatres and go on residential trips.
- The safety of all within the school community is a priority for leaders. All safeguarding requirements are met and there is routine and rigorous consideration of safety and risk throughout the school's work.
- Parents are very supportive of the school. Those who responded to the Parent View questionnaire and school surveys say that teaching and learning are good and that the school has improved. Leaders respond swiftly to any requests or suggestions made by parents. Partnerships with parents of students with special educational needs are particularly strong.
- The school actively seeks ways to improve and check its work. The Bourne Education Trust has contributed to school improvement in a range of ways but particularly with regard to teaching and learning. Similarly, the school has retained a positive relationship with the local authority and values the

partnership with the local authority advisor.

### ■ The governance of the school:

- The governing body is effective. There has been considerable change in the membership of the governing body. Governors are well trained and bring with them a range of useful expertise from their backgrounds. The Chair of the Governing Body has successfully completed the national Chairs of Governors' Leadership Development Programme and there is a comprehensive training programme for all governors, including for safeguarding. They understand performance data and all aspects of the school's work well and check the progress of different groups of students rigorously, ensuring that extra funding for disadvantaged and other students is used efficiently. Links with individual members of the senior leadership team are valuable.
- Governors have fully backed the headteacher in his drive to eradicate underperformance. In particular, they regularly review the quality of teaching. They have formulated effective policies to assess the work of teachers, to reward them in line with their performance and to address unsatisfactory teaching.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of students is good and this contributes considerably to the friendly and well-ordered atmosphere within the school. They understand and strive to adhere to the Jubilee code of conduct.
- High expectations of behaviour extend to courses held off site and as a result, students behave well.
- Students look tidy in their uniforms, take care of their environment and try hard to be respectful to everyone. They are kind to others who are different from themselves and the school provides many opportunities to learn about different faiths and cultures and develop understanding and tolerance.
- Students value their learning and enjoy being at school, so most attend regularly. There is a proportion of students whose absence remains too high but this has reduced significantly. Staff develop good relationships with parents to help them understand the importance of attendance and overcome barriers.
- Improved attitudes to learning are a factor in students' achievement. Students talk about learning in a positive way and know how to improve their work. Some students make outstanding progress because they are sufficiently confident to direct and extend their own learning; this is a focus area for the school.
- Students value the school's reward system which includes graduation ceremonies for Year 7 students, special trips and breakfasts with year heads.
- The behaviour of students supported through the COIN Centre is good. In particular, the extra support helps them to gain self-confidence so that they can contribute more to their own learning.

### Safety

- The school's work to keep pupils safe and secure is good. All statutory requirements are met.
- Governors, leaders and staff work together to keep students safe in school, off site and in their home lives. Staff recruitment systems are rigorous, child protection training is comprehensive and health and safety risks kept to a minimum. Furthermore, students are taught how to keep themselves safe in a wide range of contexts including internet use, involvement with harmful and illegal substances and extremism.
- There are effective procedures to ensure that students who go off site for courses attend regularly. Communication is good between the college and the school and any absence quickly reported.
- Occasional incidents of bullying or inconsiderate behaviour are dealt with quickly and effectively through the well-structured systems in place. This means that students feel safe. In particular, prejudice-based incidents are rare and students know that such behaviour is wrong. No swearing or racist or homophobic language was heard during the inspection.
- Students supported through the COIN Centre feel safe because of the good relationships with other students in the school and the care provided by staff.
- Students feel safe during break times because teachers on duty wear high-visibility tabards and can be found easily.

## The quality of teaching is good

- Significant improvement in the quality of teaching over time has resulted in all groups of students making good progress and consequently, a rise in GCSE results, especially in English and mathematics.

- The unwavering determination to raise standards of teaching and learning is rooted in teachers' high expectations of all students. Staff training is sharply focused on the needs of individual teachers according to their experience and good practice is shared. Most teachers are now better skilled in helping students of all abilities to improve their learning. Relationships between staff and students are highly positive.
- Teachers and support staff use a wide range of ways to support the learning of disadvantaged students and disabled students and those who have special educational needs. The emphasis is on high-quality teaching for all rather than frequent withdrawals but there is good teaching assistant support. Small-group work is used when appropriate. The needs of these students are clearly laid out in plans, including pupil premium passports, and all teachers use the methods recommended to help them learn.
- Those students who attend the COIN Centre are well supported by qualified teaching assistants and the guidance of a specialist speech therapist. Most attend normal lessons but they receive high levels of support throughout.
- There is a higher than average proportion of students joining the school with low levels of achievement. Many of these students struggle with reading and writing, which limits their learning and their confidence. Although focused support using extra funding is helping these students to improve their literacy skills over time, leaders recognise the need for all teachers to be highly skilled in supporting the least able.
- Many teachers, although not all, give students challenging work that stretches their abilities. For example, Key Stage 3 students debated the difference between absolute and relative morality in religious studies.
- An extensive range of achievement information is collected regularly and used to plan activities that will move students forward in their learning. All teachers give feedback to students following marking and recommend ways to improve. Some teachers use sharply focused recommendations and follow these up rigorously so that students make outstanding progress. Feedback from some teachers is less precise, however, and students' responses are not followed up so methodically. Consequently, students' progress is good rather than outstanding.

### The achievement of pupils

is good

- Improved teaching in the last two years has resulted in a rise in GCSE results that are now broadly in line with others nationally. Students make greater than average gains in learning from their often below average starting points. Levels of achievement continue to rise for students currently in the school. GCSE results are predicted to be above average; these are based on assessments that have been externally checked for accuracy.
- GCSE results in English were just below the national average in 2014. Many students join the school with below average levels of literacy and, often, special educational needs. Over their time at the school, students' skills in reading and writing are strengthened to enable them to achieve at GCSE level. The school uses catch-up funding well in Year 7 but some younger students, in Year 8 particularly, continue to struggle with their learning because of literacy skills that are below national expectations. Increasing support for this group remains a priority for the school.
- Progress made by Year 11 students in mathematics was slightly higher than in English in 2014 and above the national average. GCSE results were broadly average. Teaching has improved in mathematics and the school is beginning to explore ways in which numeracy activities in other subjects can help students to develop further their mathematical skills and understanding.
- Students achieve well in most subjects, including in French and physical education where they demonstrate considerable enthusiasm and independence in their learning.
- Those students of different ethnic backgrounds and those who speak English as an additional language make good progress and sometimes achieve very highly. This is because of the extra encouragement and support given, especially in regards to language development.
- Although most students achieved well in their GCSEs in 2014, fewer reached the highest levels in their examinations. Although many of the most able students make outstanding progress, ensuring that this group of students all achieve as highly as possible is a current priority for the school.
- The achievement of disadvantaged students has often been below that of others in the school but these gaps are closing rapidly. In 2014, disadvantaged students as a group achieved about two thirds of a grade lower in English compared with others nationally and just less than half a grade lower compared with others in the school. In mathematics, compared with others nationally, the difference was just over a grade and just under a grade less than others in school. Around half of disadvantaged students made expected progress in English and mathematics, compared with around three quarters of others in the school and nationally. Disadvantaged students currently in the school are making accelerated progress and

gaps are set to close in the 2015 and 2016 examinations.

- Disabled students and those who have special educational needs make rapid gains in their learning because of the extra support they receive within class and through the Learning Centre.
- Students who attend the COIN Centre make good progress and sometimes achieve exceptionally well. Targeted expert support helps students develop their speech, language and communication skills so that they can access learning more effectively.
- When students attend other schools or follow work-related courses at the local college, they usually make good progress and are supported by a teaching assistant when necessary.
- School leaders and governors are resolute in desiring the best education for every student. This means that students are sometimes entered early for examinations when this is likely to increase their chances of success in their education.

## 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

<b>Unique reference number</b>	139948
<b>Local authority</b>	Surrey
<b>Inspection number</b>	450192

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	650
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Oakden
<b>Headteacher</b>	Stephen Price
<b>Date of previous school inspection</b>	Not previously inspected
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