

**Inspection dates**

21–24 September 2015

**Overall effectiveness**

**Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Inadequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- The proprietor and members of the governing body do not have sufficient knowledge about the independent school standards and a number of standards are unmet.
- Governors do not hold school leaders to account effectively enough and rely too much on what leaders tell them.
- Leaders' responsibilities are unclear. Systems and procedures are not robust. This results in inconsistency of practice, particularly in relation to pupils' attendance and pastoral concerns.
- The leadership of special educational needs requires improvement. Leaders do not know enough about recent legislation. Systems for identifying and supporting disabled pupils and those with special educational needs lack consistency.
- Pupils have insufficient opportunities to undertake practical activities in science.
- Leaders have not ensured that all policies relating to health and safety and school visits are applied in practice.
- Teachers do not use information about pupils' prior achievements to provide them with sufficiently challenging activities.
- There is no coherent approach to developing pupils' literacy and numeracy across the school.
- Pupils do not display consistently positive attitudes to their learning.
- The school's systems for performance management are not rigorous enough. School leaders do not have an informed or accurate view of the overall quality of teaching.
- Provision in the early years is inadequate. The teacher does not hold an appropriate qualification. Children have limited opportunities to learn outdoors. Also, they do not adopt healthy routines before eating.

### The school has the following strengths

- Pupils regard the school as a haven. Their attendance and progress improve when they start at the school.
- Bullying is rare and pupils say that they feel safe. Leaders have ensured that members of the school community treat each other with absolute respect.
- Pupils, including those with special educational needs, make the progress expected of them in English and mathematics.
- The school's curriculum is broad and balanced, with ample opportunities for pupils to learn about British values.

### Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

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

- Improve the quality of leadership and management by making sure that:
  - the proprietor and members of the governing body are aware of their responsibilities in relation to the independent school standards, so that pupils' health, safety and welfare are assured
  - members of the governing body are able to hold leaders to account for the quality of teaching, pupils' outcomes and provision in the early years
  - leaders clarify their responsibilities to enable them to carry out their roles effectively
  - all school systems and procedures are robust and implemented rigorously and consistently
  - policies relating to health and safety and risk assessments are applied in practice
  - the systems for identifying and meeting the needs of disabled pupils and those with special educational needs are robust and implemented rigorously and consistently
  - the school's systems for the performance management of staff are strengthened.
- Improve the quality of teaching so that it is consistently good by making sure that:
  - learning opportunities take full account of pupils' prior achievements
  - pupils have sufficient opportunities to undertake practical activities in science
  - a coherent approach to developing pupils' numeracy and literacy is implemented.
- Improve pupils' personal development, behaviour and welfare by making sure that:
  - pupils' attitudes to learning in lessons are consistently good
  - pupils wear their uniform correctly and with pride.
- Ensuring that the statutory requirements for the early years are met in full by making sure that:
  - staff are appropriately qualified and able to effectively promote children's learning and development
  - children have sufficient opportunity to access the outdoor area
  - children are supported to adopt healthy hand-washing routines.

### The school must meet the following independent school standards.

- The proprietor must ensure that the teaching at the school:
  - shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons, and
  - utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3, 3(d) and 3(f)).
- Ensure that the proprietor complies with relevant health and safety laws by implementing the health and safety policy effectively (paragraph 11).
- Ensure that the proprietor maintains an accurate attendance register in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by ensuring that risk assessments are specific and are implemented by staff (paragraphs 16 and 16(a)).
- Ensure that the proprietor provides suitable accommodation in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils. (paragraphs 24(1) and 24(1)(a)).
- Ensure that the proprietor maintains the school premises and the accommodation and facilities provided to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- Ensure that toilets and washing facilities have an adequate supply of hot and cold water (paragraph (paragraph 28(1) and 28(1)(b)).
- The proprietor must ensure that the information specified in sub-paragraphs (3) is made available on the existing school's website to parents of pupils and parents of prospective pupils (paragraphs 32(1), 32(1)(a) and 32(1)(b)). This includes the following:
  - the proprietor's full name, address for correspondence during both term time and holidays and a telephone number or numbers on which the proprietor may be contacted (paragraphs 32(2)(b)(i))

- the name and address for correspondence of the Chair of the Governing Body (paragraph 32(2)(c))
- particulars for the school's policy on and arrangements for admissions and exclusions (paragraph 32(3)(a))
- particulars of the school's academic performance during the preceding school year, including the results of any public examinations (paragraphs 32(3)(e)) and
- a copy of the report published following an inspection under section 108 or 109 of the 2008 Act (paragraph 32(1)(d)).
- The proprietor ensures that persons with leadership and management responsibilities at the school:
  - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, and
  - fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1) and 34(1)(a), 34(1)(b)).
- The proprietor ensures that the statutory requirements of the Early Years Foundation Stage are met for both the welfare and the learning and development requirements. In particular:
  - that children have access to adequate hand washing facilities that include hot water. In addition, the proprietor must ensure that children are able to eat their lunch at clean tables (section 3, paragraphs 3.60 and 3.54, of the Statutory Framework for the Early Years Foundation Stage)
  - that staff in the early years hold a suitable qualification in order to ensure that the children have a quality learning experience (section 1, paragraph 1.11 of the Statutory Framework for the Early Years Foundation Stage).

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- The proprietor and governors are unclear about the requirements of the independent schools standards. There are one or more unmet independent school standards relating to parts 1, 3, 5, 6 and 8.
- Leaders' responsibilities are sometimes unclear. The responsibility for pupils' behaviour and welfare is gradually being transferred to one person, but on occasion, records are not readily available or stored in one place. Leaders' record keeping for incidents and pastoral concerns is variable in quality and detail. As a result, school procedures for following up concerns are not totally secure.
- School leaders do not always ensure that pupils' welfare is prioritised. There are some toilets where the hot water taps are not working and no paper towels or toilet rolls are available.
- Leaders do not ensure that records of pupils' attendance are kept rigorously. On occasion, teachers do not use the correct coding on their registers. Leaders' procedures for following up pupils' absence are inconsistent.
- The leadership of disabled pupils and those with special educational needs requires improvement. The co-ordinators for special educational needs are not sufficiently knowledgeable about recent changes to legislation. As a result, the identification of pupils on the special educational needs register is not always carried out accurately and is inconsistent across year groups.
- Leaders do not ensure that school policies are implemented in practice. For example, the risk assessment policy is sound, but on a recent school trip, school leaders used a generic risk assessment to prepare for the trip. This assessment was provided by the venue and leaders did not ensure that it was adapted to meet the needs of Jubilee House pupils, to ensure their safety and welfare.
- The health and safety policy meets most of the requirements, but is not always implemented in practice. For example, a chemical storage cupboard was not labelled appropriately and the lock was insecure. Leaders took immediate action to remedy some other issues identified during the inspection so that children were not at risk.
- The school's medical room does not meet requirements. The room consists of a couch in the headteacher's office, which does not offer suitable privacy for caring for a sick child. A suitable toilet and washbasin are available en-suite, within the medical room.
- The school's website does not include all the information required. For, example, it does not contain a copy of the latest school inspection report or pupils' examination performance.
- The school's systems for performance management are not rigorous enough. They focus on the activity of the teacher and do not take sufficient account of the learning and progress of the pupils. School leaders do not have an informed view of the overall quality of teaching and teaching is not improving quickly enough.
- The curriculum provides pupils with sufficient opportunities to prepare for life in modern Britain. There are a variety of appropriate activities within lessons to ensure that pupils build their understanding of the law and public institutions.
- Leaders have a good awareness of their responsibility to protect pupils from radicalisation and extremism. Their training, however, is recent and they have not yet fully exploited opportunities to explore this with children.
- Leaders promote equality and diversity effectively. Pupils who attend the school do not have to be Christian. Both staff and pupils convey an ethos of tolerance and respect for people who are different to themselves.
- The range of subjects is broad and balanced, with pupils having opportunities to learn subjects such as Latin, music and photography. Pupils appreciate the wide variety on offer and this has a positive effect on their development and progress. In addition, there is a wide range of sporting and other activities that pupils can access after school. The school does not keep records to enable them to ensure that all pupils are able to access these opportunities.
- School leaders and staff are passionate about their mission to provide a haven for children who have previously found their school lives difficult. School staff describe the 'caring thread of compassion' that runs through the school. They make extra efforts to engage pupils in school life and to ensure that they feel 'part of the family'. As a result, pupils start to thrive when they join the school and their attendance improves.
- The school improvement plan is a comprehensive document that has focused on areas given priority by the school. This includes a specific emphasis on ensuring that the school engages effectively with the

local community. For example, they work in collaboration with the DH Lawrence Society, the author being a former pupil of the school. Leaders have developed effective links with a large local employer, who contributes to the upkeep of the building.

- Parents are supportive of the school and its ethos. The schools' records indicate that parental complaints are rare.
- There are numerous opportunities for pupils to develop their spiritual, moral, social and cultural understanding. For example, pupils make a significant contribution to support homeless charities in the local area. This reflects the school's Christian ethos.
- The arrangements for safeguarding are effective. School leaders carry out all the necessary checks on new employees. The school has a comprehensive and compliant child protection policy, published in July 2015. The updated policy is on the school's website. The designated officer's training is up to date and staff have received recent training to further familiarise them with the latest statutory guidance. School leaders engage appropriately with parents, carers and external agencies to ensure that their pupils are safe.
- **The governance of the school:**
  - The proprietor and governors are unclear about their responsibilities in relation to the independent schools standards. They are too reliant on what senior leaders tell them. As a result, they do not hold leaders sufficiently to account.
  - Governors have not ensured that the building is maintained to a high enough standard and that all the premises meet statutory requirements.
  - Governors are unclear about their responsibility to ensure that British values are promoted. However, it is clear that they do not espouse any partisan political views, and are aware of their duties to actively prevent radicalisation.
  - Governors are clear of the need to ensure that children are presented with balanced views about religion.
  - Governors do not take an active role in the school. Consequently they do not have first-hand information about how well the pupils are doing.

### **The quality of teaching, learning and assessment requires improvement**

- Teachers do not always take account of pupils' starting points or prior learning, and as a result do not set work at the correct level. For example, some pupils attempt the same work regardless of their ability, including those in mixed-age classes who have tackled the work previously. The most-able pupils are not always stretched sufficiently.
- The support for disabled children and those with special educational needs requires improvement. Teachers do not always respond to information about the support that their pupils require. As a result some disabled pupils and those with special educational needs find the work too difficult.
- There are insufficient resources for pupils to carry out practical activities in science. Teachers' planning indicates that science experiments do take place, but pupils' work and their comments show that these opportunities are limited. Pupils do not have access to a comprehensive science education.
- Pupils' numeracy skills not sufficiently well developed across all year groups. Teachers provide effective support and make good use of resources at Key Stage 1. However, at Key Stage 4, pupils' work shows that teachers are not supporting or promoting basic mastery of mathematical routines such as lining up columns of numbers.
- Teachers lack a coherent approach for promoting literacy. Pupils' spelling and punctuation errors are not corrected routinely. Some teachers do not model good oral and written English. As a result, not all pupils make as much progress as they should in developing their literacy skills.
- School leaders acknowledge that pupils are not diligent in completing homework. They have rightly taken steps to rectify this, for example they offer a homework club after school. Pupils have access to a range of books and computers in the school library. This is starting to have an effect on the quality and regularity of homework that pupils undertake.
- The school's systems for checking pupils' progress are improving. Teachers have access to shared plans that cover the development of pupils' knowledge and understanding in all subjects. Teachers are starting to make use of the school's electronic systems to track whether pupils have acquired this knowledge and understanding. Teachers' checks on pupils' progress are increasingly accurate and robust.

- Teachers give pupils some helpful marking advice in line with the school policy. They also provide useful oral feedback and support to individual pupils. Pupils use this feedback well and know how to improve their work.
- Pupils have appropriate opportunities to express their thoughts and opinions. Teachers ensure that they challenge any use of derogatory language or negative stereotypes. As a result, pupils develop a secure understanding of equality and respect for others.
- The quality of teaching is underpinned by an ethos of care and support. As a result of the support that pupils receive, they gain in confidence and self-esteem.
- The school's system for reporting to parents is comprehensive and personalised. These reports contain concrete examples of how well pupils blossom when they join the school.
- Pupils' learning in art is a strength. Corridor walls contain carefully and skilfully produced art work. Pupils' pride in their achievement in this subject is evident.

## **The personal development, behaviour and welfare requires improvement**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement.
- Not all pupils take pride in their uniform. Some pupils do not adhere to the uniform code and teachers do not routinely challenge this.
- Pupils have suitable access to impartial careers advice and guidance. However, the quality of careers teaching is limited by teachers' insecure subject knowledge. A few pupils cannot recall their careers education and do not feel well prepared for their next steps.
- Pupils and their parents are overwhelmingly supportive of the care that the school provides. Pupils say that they feel safe, and many attend this school when they have found it difficult to cope in other schools. They particularly like the small class sizes, and describe the school as 'a family'.
- Pupils have appropriate opportunities to learn about internet safety and the risks associated with going online. They say that incidents of cyber bullying are rare.
- Pupils are encouraged to discuss controversial issues and explore their own beliefs in a supportive environment. For example, pupils were given an opportunity to discuss the legalities of playing 18+ games. They responded well to this under careful guidance and questioning from the teacher.
- The school can point to individual examples of pupils whose attitudes towards school and learning have improved significantly since joining the school.

### **Behaviour**

- The behaviour of pupils requires improvement.
- Pupils do not display consistently positive attitudes to their learning. This is often when the teaching does not fully engage them. Teachers do not routinely challenge poor behaviour in lessons. Some pupils get away with low-level disruption and as a result their learning slows.
- Pupils are not always punctual to school, particularly in Year 9.
- The proportion of pupils who are excluded is very low. The school's records demonstrate that school leaders hold a re-integration meeting with parents. This serves to provide further support and prevent poor behaviour re-occurring.
- Pupils' attendance for the last academic year is below expectations. However, there is evidence that pupils' attendance improves dramatically when compared to their attendance at their previous settings.
- All pupils are clear about the school's ethos of respect and tolerance of other people. They have a good understanding of all types of bullying and know that any form of bullying, including homophobic and racist, will not be tolerated. They say that bullying is rare and are confident that the school will address it effectively if it occurs.
- Pupils display positive conduct about the school. They show respect for each other and for visitors.
- The school's behaviour policy successfully prioritises pupils taking personal responsibility for their own behaviour. Pupils develop a strong moral code as a result of this emphasis.

## The outcomes for pupils

**require improvement**

- In 2015, 42% of pupils achieved five or more good quality grades at GCSE including English and mathematics. This figure is below national averages for all schools.
- In 2015, all Year 11 pupils made steady progress from their starting points. There was very little difference in the progress made by disabled pupils and those with special educational needs and their peers. Similarly, disadvantaged pupils made similar progress to others in the school.
- It is not possible to report on the current progress of Year 11, Year 6 or Year 1 pupils, as the numbers are too small.
- In 2015, pupils in Year 6 made steady progress, despite nearly half starting at the school mid-way during the academic year.
- All pupils proceed to appropriate next steps in their education. School leaders keep detailed records of their destinations and in 2015 all pupils proceeded into further education or training. In addition, the majority of school leavers eventually proceed to university.
- School leaders do not routinely analyse the performance of pupils. Leaders are making increasing use of an electronic system to track the progress of pupils. These systems are in their infancy and only understood by a few staff.

## The early years provision

**is inadequate**

- The welfare, health and safety of children in the early years is inadequate because leaders have failed to meet independent school standards in this area. Children do not have access to hot water for washing their hands. In addition, they eat their lunch from dirty tables where learning activities have recently taken place.
- Children have limited use of the outdoor area for learning, particularly during inclement weather.
- Teachers have a limited understanding of how to promote children's learning and development. The teacher does not hold a suitable early years qualification. As a result, the purpose of children's learning activities is often unclear. Children's reading and speaking skills are not sufficiently well developed.
- The early years leader has a reasonable understanding of the requirements for early years learning and development. However, she is unable to implement these requirements effectively due to the lack of additional expertise within the early years staffing.
- The children's 'learning journeys' provide a broad picture of their development across the required areas of their learning. The leader for early years rightly recognises that more can be done to develop these further to incorporate more communications with parents.
- Checks on children's progress are carried out in line with requirements. The early years leader has worked effectively with the local authority to check that these checks are accurate. There are too few children in the early years to comment on their achievement and readiness for Year 1.

## School details

<b>Unique reference number</b>	131998
<b>Inspection number</b>	10007523
<b>DfE registration number</b>	830/6023

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Christian school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	3–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Number of part time pupils</b>	8
<b>Proprietor</b>	Rob Davison
<b>Chair</b>	Rob Davison
<b>Headteacher</b>	Jayne Marks
<b>Annual fees (day pupils)</b>	£3,360 (contribution)
<b>Telephone number</b>	01773 688100
<b>Website</b>	<a href="http://www.jubileehouseschool.org">www.jubileehouseschool.org</a>
<b>Email address</b>	<a href="mailto:admin@jubileehouseschool.org">admin@jubileehouseschool.org</a>
<b>Date of previous inspection</b>	3 December 2009

## Information about this school

- Jubilee House Christian School is an independent co-educational day school for pupils aged three to 16.
- The school was registered in 1999. It has a Christian ethos, but admits pupils of any or no religion.
- The school moved to new premises in September 2014.
- The school operates some mixed-age classes, particularly at Key Stage 1 and Key Stage 4, where pupils are taught together for some subjects.
- Over half of pupils are identified as being disabled or having special educational needs. No pupils are in the early stages of acquiring English.
- The early years provision is part time and operates in the mornings only.
- The school does not make use of off-site training venues.
- The school was previously inspected by the Bridge School Inspectorate in December 2009.



## Information about this inspection

- This inspection was commissioned by the Department for Education.
- The inspector toured the school with the headteacher in order to check compliance with the independent school standards. She visited an assembly and 12 lessons or parts of lessons, with one lesson being jointly observed with the headteacher. Pupils' work in English, mathematics and science was also scrutinised.
- Meetings were held with the headteacher, the pastoral leader and one governor, and a telephone call was made to the proprietor.
- The inspector spoke with a small number of parents who were dropping off their children at school.
- The inspector met with a group of pupils and a group of staff. She held informal discussions with a number of pupils in lessons, and around the school, and also interviewed four members of staff.
- There were no responses to the Ofsted online questionnaire, Parent View. No responses to the staff survey were submitted.
- The inspector reviewed a variety of documents including policies, behaviour records, the single central register and curriculum documents.
- The inspector checked the school's website to confirm that the required policies and documents are available, including the school's safeguarding policy.

## Inspection team

Julia Wright, lead inspector

Her Majesty's Inspector

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