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Mr Andy Balmer
Executive Headteacher
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Dear Mr Balmer

Short inspection of Queen Elizabeth II Jubilee School

Following my visit to the school on 3 May 2017 with Francis McDonald-Gonzalez, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Following your appointment as executive headteacher in September 2016, you quickly established an accurate picture of what the school does well and the areas that need to be better. Leaders and staff share your vision for the school's direction and are committed to the changes you are making.

The majority of the senior leadership team, including the head of school, also took up post in September 2016. You have ensured that they are clear about their roles in securing key improvements. Together, you form a skilled and dedicated team. Nevertheless, you are aware that the quality of leadership needs strengthening, particularly at middle-leader level. You have imminent plans to address this through a restructuring of the leadership team.

You are forging a stronger partnership with College Park School, of which you are also the executive headteacher. This is proving to be successful in improving the quality of teaching. Leaders and teachers now work together and share effective practice, including observing each other in the classroom. However, leaders do not make the most of links with other schools to help teachers check the accuracy of their assessments of pupils' learning. You understand that further work is necessary to ensure that teachers measure pupils' progress precisely.

Leaders and staff know individual pupils well. Good-quality teaching is underpinned

by strong and respectful relationships. Staff are patient and calm, encouraging pupils to respond fully to their questions and instructions. Classrooms are well organised, stimulating environments. Clear routines help pupils to make choices and express their ideas. This contributes successfully to pupils' sense of well-being and security. Leaders monitor behaviour regularly and are quick to provide additional support for individual pupils where necessary. Pupils are proud of their school and their achievements. Older pupils told inspectors that they enjoy the opportunities they have to contribute to the school community, for example by deciding on the rewards they receive for good behaviour.

Governors know the school well. They ensure that they have the right skills and information to hold leaders to account. Regular training and visits to school are sharpening their evaluation of the school's effectiveness. For example, governors are aware that they need to monitor the impact of the pupil premium funding more rigorously. As a result, they are beginning to ask leaders increasingly challenging questions about whether this funding is maximising outcomes for eligible pupils.

Safeguarding is effective.

The leadership team has ensured that safeguarding arrangements are fit for purpose and that records are detailed and of high quality. Frequent training ensures that staff are clear about their role in promoting pupils' safety. This includes their responsibility to protect pupils who may be at risk of radicalisation or female genital mutilation. Staff understand the different factors that can represent a risk to pupils' safety and the signs they need to look out for. As a result, staff report concerns promptly whenever they are worried about a pupil's welfare.

Leaders ensure that safeguarding arrangements meet the needs of the pupils on roll. They are aware that pupils who have special educational needs and/or disabilities may be more vulnerable to abuse or harm. Staff receive clear guidance to help them meet pupils' specific needs and keep them safe in school. Leaders meet regularly to review whether pupils receive the right level of support to promote their welfare. Staff with safeguarding responsibilities work effectively with a wide range of outside agencies, including professionals from social services and specialist therapists. This joined-up approach means that any emerging issues are identified and acted on at the earliest possible stage.

Parents and carers are confident to share any concerns or worries with leaders. They trust that leaders will work with them sensitively to secure the right help and guidance for their children. Pupils are taught what they can do to reduce risks to their welfare. This includes learning how to use the internet safely, for example by not sharing passwords. Older pupils also take part in personalised programmes that help them act safely outside school, including appropriate behaviour in different social situations and contexts. Parents who completed Ofsted's online survey agree that their children feel safe and happy in school.

Leaders carry out all the required checks to ensure that adults are suitable to work in the school. The single central record of these checks is well maintained.

Governors review safeguarding arrangements regularly to ensure that these are continually strengthened. They visit the school frequently to check that staff understand and follow the procedures in place to promote pupils' welfare.

Inspection findings

- You have identified that leaders and teachers need to improve the way they track pupils' progress. Therefore, my first line of enquiry considered the accuracy of assessment information and in particular how well teachers use this information to plan learning that ensures that pupils make good or better progress.
- Leaders and teachers use a range of strategies to check whether teaching meets pupils' needs. You have introduced termly meetings with teachers to identify any pupils who are not doing as well as they should and the reasons for this. Further support or guidance is swiftly put in place to help these pupils catch up. As a result, pupils typically make good progress because they complete tasks that are personalised to their needs.
- Nevertheless, you are aware that the school's current approach to assessment is not precise enough to measure pupils' small steps in learning. Current systems place too much emphasis on checking whether a pupil finishes a task, instead of helping teachers to judge what a pupil has learned or what they can do well. Teachers have insufficient opportunities to work with other schools to help them check whether pupils make good or better progress from their starting points. Consequently, teachers often lack high-quality assessment information to help them plan tasks to stretch pupils' skills and understanding. You and your head of school are currently revising assessment systems to ensure that teachers focus sharply on pupils' learning and not just whether they complete an activity.
- My second line of enquiry evaluated the quality of the curriculum. In particular, I considered how effectively it prepares pupils for all aspects of their life beyond school, including the next stage of their education.
- Leaders have reviewed the curriculum and introduced a thematic approach, supplemented by arts and drama-based projects. This successfully promotes pupils' enjoyment of school and motivates them to learn. Teachers adapt the curriculum so that it is personalised to pupils' needs and interests.
- During lessons, staff work together seamlessly to make sure that each pupil's medical and physical needs are met fully with minimal interruption to their learning. Teachers make the most of every opportunity to build pupils' confidence and help them to develop their personal and social skills in meaningful contexts. This helps pupils to make the most of their time in school. For example, pupils practise their communication skills by taking messages to the school office.

- The curriculum provides rich opportunities for pupils to develop independent living skills. For example, older pupils enjoy helping to keep the school building clean and tidy. Well-planned programmes linked to the creative arts and

horticulture broaden pupils' experiences and encourage them to apply their skills in 'real-life' contexts. For example, pupils grow fruit and vegetables in the school garden, which they then use in their cooking lessons. Pupils receive bespoke guidance to prepare them for leaving the school. For example, leaders meet with local colleges to ensure that pupils get the best possible start to the next stage in their education or training.

- My third line of enquiry explored the impact of leaders' actions to promote good levels of attendance. In 2016, pupils' absence rates, including persistent absenteeism, were significantly above the national average.
- You have made improving pupils' attendance rates a high priority. This includes examining the reasons why some pupils do not attend school as regularly as they should. Leaders have introduced new systems to monitor pupils' absence. Emerging issues are now identified and followed up with greater rigour. Leaders implement personalised programmes for pupils who have complex medical needs so that any time away from school is minimised where possible. Nevertheless, you accept that there is still more work to do to ensure that recent improvements are sustained for all groups of pupils.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers make precise and accurate assessments of pupils' learning so that they can plan activities that routinely challenge pupils to make good or better progress
- the imminent restructuring of the leadership team strengthens the culture of strategic leadership so that leaders at all levels play an effective role in driving further improvements.

I am copying this letter to the chair of the governing body and the director of children's services for Westminster. This letter will be published on the Ofsted website.

Yours sincerely

Sarah Murphy-Dutton
Her Majesty's Inspector

Information about the inspection

Inspectors met with senior leaders to evaluate the impact of their work to

strengthen the quality of education. Inspectors visited lessons together with leaders. A range of documentation was scrutinised, including current assessment information, behaviour logs and safeguarding records. A meeting was held with a group of pupils to discuss their experiences at the school. Meetings were also held with members of the governing body and a representative from the local authority. Inspectors took account of the eight responses to Parent View, Ofsted's online survey for parents. Inspectors also met with a group of staff and took account of the 19 responses to Ofsted's staff survey.