

# Inspection of Jubilee Park Academy

Highfield Road, Tipton, West Midlands DY4 0QS

---

Inspection dates: 8–9 January 2020

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are proud to attend their school. They are happy, confident and very smiley. Pupils are very keen to help others whenever they can. They display good manners. Pupils say they feel safe because their teachers care for them. Inspectors agree with this wholeheartedly.

Pupils say, 'It is an amazing school because the teachers help us to learn new things every day.'

Leaders and staff want every pupil to do their very best in all areas of school life. Pupils rise to these high expectations. Leaders' plans are underpinned by the school's values, which pupils know well.

There is a calm atmosphere around the school. Pupils appreciate this. In lessons, nearly all pupils listen to their teachers and focus well on their work. Pupils like working in pairs and in groups because they enjoy learning together.

Pupils have a clear understanding of the different types of bullying. They say it does not happen very often. When it does, they speak to a trusted adult, who deals with it immediately and effectively.

The vast majority of parents are positive about the school. They value the level of care that their children receive. Parents appreciate how well the school communicates with them.

## **What does the school do well and what does it need to do better?**

When children join the Nursery and Reception classes they settle quickly. This is because teachers get to know the children and their families before they start school. Children are taught to listen and follow routines from the first day in school. This helps them to learn. Teachers make learning interesting and children learn lots of new things every day. Activities build on what children already know. Caring relationships exist between staff and children. Children are happy and confident to share their learning with adults. The early years classrooms and outdoor areas are colourful and well resourced. This supports children's learning well.

In most subjects, including English and mathematics, the curriculum is well ordered. Curriculum leaders have planned these subjects well. Teachers are clear about what to teach and when to teach it. Lessons build on what pupils have learned in the past. Pupils remember what they have been taught and they use this to help them learn new things. As a result, pupils' knowledge and skills continue to develop over time and they achieve well. In a small number of subjects, including geography and modern foreign languages, this is not the case. Therefore, pupils are not achieving as well as they could in these areas. Currently, leaders with responsibility for these

subjects do not have the essential skills, and in some instances the required subject knowledge, to develop their subject area.

Teachers plan work that is interesting and enjoyable. Teachers have good subject knowledge in most areas of the curriculum. They structure lessons so that pupils can cope with increasingly difficult work. Teachers make sure that work is closely matched to the needs of all pupils. As a result, pupils complete their work independently, with an appropriate level of support. Teachers and learning support staff use questioning well. This helps pupils to explain and deepen their understanding and learning.

The teaching of reading is a whole-school priority. From the very start, children and pupils develop their reading skills well. This is because teachers and learning support staff have been well trained and teach phonics successfully. They provide effective extra help for any pupils who are falling behind. Leaders are continuing to work on new ways to raise the profile of reading across the school to encourage pupils to read more.

Pupils with special educational needs and/or disabilities (SEND) achieve well. They are fully included in all aspects of school life. Staff are well trained to support pupils with SEND. Staff provide extra support when required, without doing the work for the pupils.

Pupils have a strong sense of what is right and what is wrong. They understand the consequences of their actions. Pupils have a growing understanding of different religions and cultures. They are accepting of each other and others' differences.

Staff organise trips, clubs and special events. However, leaders are keen to extend these further to provide pupils with a broader range of experiences. Parents would appreciate this. Pupils learn about healthy eating and the importance of exercise from an early age. Older pupils know how to keep themselves safe online.

Senior leaders continue to work hard to improve the school. They are supported effectively by those responsible for governance. Staff value the training they have received. They say it helps them to do their job better. Staff agree that leaders are considerate of their well-being and keep workload to a minimum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety is the school's highest priority. All staff, including safeguarding leads, receive suitable regular training and updates. As a result, staff know exactly what to do if they have a concern about a pupil's welfare. Staff are aware that safeguarding is the responsibility of everyone. When required, the school works with external agencies to provide extra help and support for pupils. Leaders check staff's suitability to work with children before they start to work at the school. Pupils

understand how to keep themselves safe in a range of situations, in school and out of school.

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

### **(Information for the school and appropriate authority)**

- The school's curriculum is designed effectively in most subjects, including English, mathematics and many foundation subjects. However, in a small number of subjects, including geography and modern foreign languages, the curriculum is not as well developed. Consequently, pupils do not achieve as well as they could in these subjects. For this reason, the transition arrangement has been applied in this case. The school needs to build on the work already started to develop these aspects of the curriculum further. These subjects need to be clearly planned, sequenced and ordered to build on pupils' knowledge and skills over time.
- In the areas of the curriculum that are not as strong, leaders do not currently have the necessary skills, and in some instances the required subject knowledge, to lead their curriculum areas effectively. The school needs to ensure that these curriculum leaders have the capability to plan, implement and monitor an effective curriculum. Curriculum leaders also need to develop the subject knowledge of all staff in these subject areas.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140136
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10088591
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gerri Pugliese
<b>Principal</b>	Harvinderjit Kumar (Head of school)
<b>Website</b>	<a href="http://www.jubileeparkacademy.co.uk">www.jubileeparkacademy.co.uk</a>
<b>Date of previous inspection</b>	9–10 June 2015

## Information about this school

- The school is part of the Summer Park Multi-Academy Trust.
- The school has a nurse that admits two-year-olds.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The lead inspector held regular meetings with the head of school. He met with three members of the board of trustees, including the chair. The lead inspector met with the chief executive officer, who is also the executive headteacher. The lead inspector met with an independent adviser who works with the school.
- We held meetings with the special educational needs coordinator and the leaders who are responsible for early years, attendance, behaviour and pupil premium expenditure.
- As part of the inspection, we did deep dives in these subjects: reading, mathematics, geography and art. We met with groups of pupils, curriculum leaders and teachers to talk about the quality of education at the school.

- We made visits to classrooms. Many of these visits were with curriculum leaders or senior leaders.
- We listened to several groups of pupils read.
- We spoke with pupils formally and informally about their learning and experiences at school. We looked at pupils' work in a range of different subjects to see how well the curriculum is applied. A group of pupils accompanied an inspector on a walk around the school.
- Documents relating to safeguarding were checked, including the checks that leaders make on staff's suitability to work with children prior to employment. We checked that safeguarding policies and procedures are implemented effectively across the school.
- We talked to parents after school. The lead inspector considered the 51 responses to Ofsted's online questionnaire, Ofsted Parent View, and the seven free-text responses received during the inspection.
- The lead inspector considered the 11 responses to Ofsted's staff survey.
- We considered a range of documents. We looked at the school's self-evaluation, school improvement plan, school policies, curriculum documents, published information about pupils' performance, behaviour records, attendance information and minutes meetings linked to governance.
- The lead inspector looked at published information on the school's website.

### **Inspection team**

Wayne Simner, lead inspector

Her Majesty's Inspector

Tracy Stone

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020