

Inspection of Jubilee Wood Primary School

1 Fishermead Boulevard, Fishermead, Milton Keynes, Buckinghamshire MK6 2LB

Inspection dates: 15 and 16 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school is a vibrant, diverse and close-knit community where staff and pupils feel valued and appreciated. Pupils have a profound sense of their responsibility to others. Their thoughtful care towards others is reflected in the positive actions they take. For instance, pupils collect donations for the food bank, raise funds for charities and sing to the residents at the local care home.

Pupils feel safe and happy. Leaders have high expectations of behaviour. Staff quickly address any incidents of bullying. Pupils trust that staff will help them deal with their worries. Pupils say that the 'worry boxes' are a good way to raise any concerns they may have. They understand the importance of a balanced diet and exercise. At lunchtimes, pupils make their own healthy sandwiches in the dining hall.

Children in the early years chat happily with their friends as they explore the stimulating environment that leaders have created. Older pupils take their responsibilities seriously, such as being members of the school council, playtime buddies, library monitors and house captains. They enjoy learning new hobbies. Pupils particularly like the cheerleading, sewing, graffiti art, chess and cooking clubs. They work with a beekeeper to look after beehives in the area.

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

Leaders have designed an ambitious and well-planned curriculum. They have ensured that it is carefully sequenced so that pupils' learning builds from the early years. The curriculum is enriched with opportunities which bring pupils' learning to life. For example, pupils visit the farm, museums, art galleries and places of historical significance.

Leaders provide effective training for staff. Staff also work collaboratively to share expertise within the trust. In English and mathematics, teachers use their strong subject knowledge to ensure that pupils, including children in early years, learn and remember the essential knowledge well. However, not all teachers' subject knowledge is as strong in some of the other subjects, which means pupils do not achieve as well as they could. Leaders are addressing this.

Leaders have created a positive culture of reading. Their vision that 'everyone reads at Jubilee Wood' means that children in early years are introduced to phonics from the word go. Staff use their expert training to deliver the well-sequenced phonics programme effectively. The books that pupils read help them practise the sounds they are taught. Pupils who fall behind in their reading receive timely support to help them catch up quickly. Pupils' love of reading is palpable. Leaders have ensured that pupils have a wide and diverse range of books to read. Pupils enjoy sharing and recommending books for others through the 'book swap' programme that they organise and run.

Leaders accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). They have put appropriate plans in place. These help teachers to provide resources and activities that are well matched to the needs of these pupils. Leaders work well with a range of external agencies to make sure that pupils with SEND have the support they need to achieve their potential.

Pupils' personal development is first class. The notable experiences the school provides are no bolt-on. Instead, they are intricately woven into the curriculum. These opportunities enable pupils to express themselves confidently and respect different perspectives from their own. Pupils are caring, principled and open-minded. Leaders begin teaching these attributes in the early years. Pupils use their democratic voice to influence change purposefully. For instance, pupils raise community awareness of the impact of litter on climate change. They also work with the local council to ensure that the areas outside the school gates are family-friendly. Another example is how pupils have put plans together to install a community fridge and a defibrillator on the school site. Pupils talk maturely and knowledgeably about fundamental British values. One pupil said: 'Everyone has the right to make their own choices. The important thing is that everybody is treated fairly.' Pupils are well prepared for life in modern Britain.

Trustees understand their role well. They challenge leaders rigorously, for instance in developing teachers' expertise in subjects other than English and mathematics, to ensure that pupils experience a well-rounded education and achieve well. Leaders and staff appreciate the specialist network support and training they receive from the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure all staff receive regular safeguarding training. This helps staff to identify any concerns. There are systems in place that all staff know and understand. Leaders respond to concerns in a timely fashion. They work well with other agencies to meet the needs of children and their families. This makes sure pupils are safe. Leaders' work to make sure that pupils know how to keep themselves safe is strong. Pupils know how to stay safe online and when out in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers' subject knowledge is not as strong in the foundation subjects as it is in English and mathematics. Leaders need to continue the work already started to make sure that all teachers have the necessary subject knowledge to teach well across the curriculum. This will ensure that pupils' achievement improves further.

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 information from Ofsted Parent View 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

Unique reference number	145043
Local authority	Milton Keynes
Inspection number	10212120
Type of school	Primary
School category	Academy
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	506
Appropriate authority	Board of trustees
Chair of trust	Andrew Brodie
Headteacher	Matthew O'Brien
Website	www.jubileewood.milton-keynes.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to an academy in September 2017 and joined The Grand Union Partnership Multi-Academy Trust.
- The headteacher was appointed in June 2020.
- At the time of this inspection, the school was using one alternative provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with four trustees, including the chair of trustees. She also met with the trust's chief executive officer and head of development.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils.

- Inspectors considered responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of responses to the Ofsted Parent View questionnaire, including additional free-text responses.
- Inspectors considered responses to the pupil survey. They met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation, including the school's self-evaluation and school development plan, pupil premium and catch-up funding plans.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. The lead inspector also heard a selection of pupils read.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

James Broadbridge

Her Majesty's Inspector

Fiona Henderson

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022