

Inspection of a good school: Queen Elizabeth II Jubilee School

Kennet Road, London W9 3LG

Inspection dates:

22 and 23 November 2022

Outcome

Queen Elizabeth II Jubilee School continues to be a good school.

What is it like to attend this school?

This is a vibrant and happy school that caters for pupils with a wide range of complex needs. Pupils have extremely strong relationships with staff. This is because staff know pupils very well, and have positive relationships with families. One typical comment from a parent or carer was that leaders have been 'instrumental in taking the pressure from the family'.

Pupils like attending this school. They make friends and play together at breaktimes and lunchtimes. Some pupils are non-verbal, but this does not stop them from communicating their wishes and desires, or from interacting with their friends. Due to their special educational needs and/or disabilities (SEND), some pupils find it difficult to understand what bullying is. However, they know adults will help them deal with any worries they may have.

Pupils who are unable to attend school for long periods receive a programme of online learning. This has been highly successful in helping pupils to keep contact with school and continue with their education. This means that pupils' return to school runs smoothly when they are ready.

Pupils experience a wide range of therapies appropriate to their needs. Therapy is threaded through pupils' timetables and is seen as integral to their educational success.

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

Most pupils are not ready for the national curriculum and follow a personalised programme. Leaders have structured the curriculum into four pathways. They have designed these to meet pupils' particular needs. The more informal pathways provide good learning opportunities for pupils. This provision starts in the early years and continues through to the sixth form. Pupils' sensory and communication needs are well provided for through these pathways. Work is underway to further develop the curriculum for those that can access more formal learning, including elements of the national curriculum.

When pupils first join the school, staff take a careful, thoughtful approach to deciding which of the four pathways pupils should follow. They check what pupils already know and can do. This helps them to make sure that the pathway is right. Crucially, staff build a very clear picture of what each pupil needs. This means that they can design learning that is highly personalised and engages pupils well.

Running through the curriculum is an emphasis on communication. Many pupils have difficulties communicating. Leaders and staff use of a range of communication systems that support pupils' development effectively. For example, pupils may use signing, picture-based communication systems and/or eye-gaze technology.

Pupils' personal development is a large part of school life. This aspect of the curriculum is carefully planned. Leaders provide an extensive range of activities, which help to develop pupils' understanding of the wider world. Long-term partnerships with cultural organisations, such as The Wallace Collection, provide interesting, engaging and accessible routes into the creative arts.

Many pupils enjoy being read to by an adult. Some pupils are ready to start learning phonics. Leaders' work to implement a more systematic and consistent approach to teaching reading to these pupils is in the early stages.

Teachers and support staff use assessment to ensure pupils achieve well. Staff check that pupils are working towards their education, health and care (EHC) plan targets and use this information to inform the SEND annual review process.

During lessons and around the school, there is usually a calm atmosphere. Occasionally, pupils become agitated or distressed because they are confused or frustrated. Adults skilfully help pupils at these times, so that lessons are rarely disrupted.

Pupils in the sixth form are well prepared for leaving school. The success of future placements is ensured because leaders retain links long after the pupils have moved on.

Most staff really like working at the school. They say that workload is high at the moment, but they know that is because the new curriculum is still in development. They feel reassured that workload will get easier once the curriculum is fully embedded.

Safeguarding

The arrangements for safeguarding are effective.

The systems and processes to support safeguarding are robust. Procedures to check adults before their employment are rigorous. Record-keeping is detailed and safeguarding referrals are reported quickly. Safeguarding leaders challenge external agencies to ensure that decision-making is in pupils' best interests. Staff are fully aware of their safeguarding responsibilities through regular training. Leaders have ensured that staff understand the relationship between safeguarding and pupils' vulnerabilities.

Pupils that spoke to inspectors said that they feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The small proportion of pupils who are ready to learn phonics are not taught in a consistent way. This means that they do not learn to read as well as they could. Leaders need to ensure that staff are trained effectively to deliver a systematic phonics programme to this group of pupils.
- Some aspects of the school's curriculum for those pupils who can access more formal learning are not sufficiently well planned and sequenced. Leaders should complete the process of implementing the new curriculum within their identified timescale. Leaders should ensure that the essential knowledge that pupils need to learn over time is set out for all pathways.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

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.

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	101184
Local authority	Westminster
Inspection number	10255521
Type of school	Special
School category	Maintained
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	80
Of which, number on roll in the sixth form	9
Appropriate authority	The governing body
Chair of governing body	June Simson and David Dyer (co-chairs)
Headteacher	Pamela Murphy
Website	www.qe2cp.westminster.sch.uk
Date of previous inspection	3 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school caters for pupils with complex needs. They have severe or profound difficulties, and some pupils have autism spectrum disorder.
- All pupils have an EHC plan.
- The school currently does not use any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

- 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.
- Inspectors met with the headteacher and a wide range of other leaders. Inspectors also met with the co-chairs of governors and one other member of the governing body.
- Inspectors conducted deep dives in reading, mathematics, and personal, social and health education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers. Where possible, inspectors talked to pupils about their learning and looked at samples of their work.
- To inspect safeguarding, inspectors discussed pupils' behaviour and safety with leaders and staff. Inspectors checked a range of safeguarding and behaviour records. They checked the single central record of employment checks.
- Inspectors considered the views of staff and parents by checking responses to the Ofsted surveys. Inspectors met with pupils and staff. Inspectors also spoke to a representative of the local authority.

Inspection team

Francis Gonzalez, lead inspector

Ofsted Inspector

Gary Pocock

Ofsted Inspector

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