

Inspection of an outstanding school: Jubilee Primary School

Gatland Lane, Maidstone, Kent ME16 8PF

Inspection dates:

17 and 18 October 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Marilyn Nadesan. This school is part of the Jubilee Primary School Trust. The school is overseen by a board of trustees, chaired by Kim Lee.

What is it like to attend this school?

A warm and happy welcome awaits everyone who steps through the door of this inclusive school. Pupils thrive because they feel cared for by the nurturing adults. In turn, pupils learn to take care of themselves and each other through regular routines such as laying the tables for the delicious 'family style' cooked lunches they enjoy together each day. 'Class buddies' make sure that every pupil can find a friend to play with at breaktimes. The values of kindness and respect permeate the way that every member of the school community interacts with each other.

In key stage 1 and 2, pupils enjoy a rich and engaging curriculum. A strong emphasis on vocabulary and language means that many pupils who do not speak English as their first language soon become fluent. The curriculum has been cohesively designed. Therefore, pupils make strong connections between the knowledge they gain across the subjects they study. For example, pupils learn how to edit and improve their writing about historical events during their English lessons. Pupils learn to speak confidently about their learning. They regularly debate ideas, such as how best to solve mathematical challenges.

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

The school's vision to 'equip children to live skilfully' is embodied within the curriculum design. In every subject, there is a precise focus on pupils learning the vocabulary that they need to speak knowledgeably about their learning. In lessons, teachers make sure that pupils have opportunities to talk and practise skills such as problem-solving and

evaluating their work. At the start of each lesson, pupils revisit prior learning. This helps them connect ideas together, helping them to think about concepts with more complexity.

In Reception, the knowledge that children need to learn has not yet been precisely identified and ordered. This means that teaching does not always help children practise important skills such as reading and counting. The school are aware of this and are taking swift steps to make necessary improvements. Staff have received additional training to help them quickly identify and support the needs of children with special educational needs and/or disabilities (SEND). This means children quickly get the additional support they need to settle into school well.

Reading is a priority across the curriculum. Well-trained staff support pupils in becoming confident and fluent readers. Pupils enjoy a wide range of texts, selected to help them learn about the world around them. They read about important people and why their work is significant today. Each term, pupils write their own stories about the people who inspire them during 'The Big Write' lessons. Pupils are proud to show off their detailed work.

Pupils are incredibly polite because staff have very high expectations of behaviour. Clear and well-embedded routines mean that the school is an orderly place to learn. Thoughtful plans identify the strategies required to help those who find managing their behaviour more difficult. However, the strategies in these plans are not always applied with consistency. For a small number of pupils, this can hinder how impactfully they engage with learning.

Across the school, the support for the identified needs of pupils with SEND is strong. Support is delivered by expert staff. 'My learning plans' set out the additional help that pupils need. These plans capture the views of pupils and parents. Therefore, every decision is focused on providing the support needed to help each pupil to learn. This means pupils with SEND achieve very well.

The school promotes a culture of aspiration and ambition. Every pupil participates in 'Jubilee University' four times throughout the year. Here, they learn to collaborate on entrepreneurial projects to raise money for the school. Pupils regularly learn to respectfully debate topics such as 'Why are some people unkind sometimes?' They take pride in teaching their peers about their chosen interests during 'The Big Teach' held each week. Opportunities such as 'Diversity Day' help pupils celebrate difference but also the commonalities that unify them as a school community.

The school is a happy place to work because staff feel leaders invest in them. Leaders prioritise giving staff time and training to plan, review and evaluate the education provided by the school. This helps staff to implement the improvements to further strengthen the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school recognises that the curriculum in Reception is not yet as well developed as intended. This means that children are not learning as well as they could. The school must continue to take swift action to review the curriculum and ensure that all staff have the skills and training to implement it effectively.
- Plans to support the learning and behaviour of some pupils are not effectively implemented. This means that some pupils may not be engaging with learning as positively as they could. The school must continue to support staff to implement the agreed strategies so pupils can achieve their very best.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in July 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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school

meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141025
Local authority	Kent
Inspection number	10288043
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	Board of trustees
Chair of trust	Kim Lee
Headteacher	Dr Marilyn Nadesan
Website	www.jubileeprimaryschool.org.uk
Dates of previous inspection	4 and 5 July 2017, under section 5 of the Education Act 2005

Information about this school

- The school is in a single-academy trust.
- The school does not use any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The lead inspector met with senior leaders, staff and pupils. The lead inspector also met with the representatives of board of trustees, including the chair of trustees.
- The lead inspector carried out deep dives in these subjects: early reading, mathematics and physical education. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- The lead inspector considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff, parents and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of trustee meetings and records of attendance and behaviour incidents.

Inspection team

Michelle Payne, lead inspector

His Majesty's Inspector

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