

Inspection report

Jubilee House Christian School

Independent school

DfES ref no: 830/6023

Inspection under Section 162A of the Education Act 2002

Dates of inspection: 16 - 19 October 2006

INTRODUCTION AND SUMMARY

Purpose and scope of the inspection

This inspection was carried out by the Office for Standards in Education under Section 162A of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school

Jubilee House Christian School is an independent, co-educational day school in Stapleford, Nottingham. It is owned by a limited company and has charitable status. A board of directors manages the school and oversees its work, in collaboration with the headteacher. The managing director of the company is the proprietor of the school.

The school was established in October 1999, and it opened with a small number of pupils aged 3 to 11. In September 2004 the directors received approval from the Department for Education and Skills (DfES) to change premises, increase the number on roll and provide secondary education up to the age of 16. The expansion led to the school relocating to its current accommodation in part of the Pastures Community Church. There are 80 pupils on roll and the majority attend full-time. Around a dozen, mainly boys, attend on a part-time basis alongside being educated at home. There are a small number of pupils with statements of special educational needs, and a larger than normal percentage of pupils with specific learning difficulties. The school admits pupils from Christian and non Christian backgrounds in roughly equal proportions. Pupil mobility is high with over half of the pupils joining the school in the past two years.

The school has two main aims:

- *to teach pupils to their full potential and to have them all learn effectively, whatever their ability or background. Everything is for this purpose.*
- *it seeks a spirit which enables individuals to achieve personal success within a Christian environment.*

Summary of main findings

The school provides a satisfactory quality of education and fulfils its aim to educate pupils in a Christian ethos. Relationships between staff and pupils are very good. Pupils are happy, enjoy coming to school and attend regularly. Provision for pupils' spiritual, moral and social skills is a key strength. Newcomers, particularly those who have experienced bullying in previous schools, get off to a good start and make good progress in their personal and emotional development.

The quality of teaching and the curriculum is satisfactory and enables pupils to make sound progress in all the subjects taught. There is a good range of additional enrichment activities that broadens pupils' horizons and interests. Whilst planning is satisfactory it is not sufficiently thorough, and this means work is not always matched to pupils' differing needs and abilities. A good range of policies inform the work of

the school but a few do not pay sufficient regard to Department for Education and Skills (DfES) guidance. Arrangements for health and safety are not robust enough. Inspectors brought to the school's attention a number of matters that require urgent improvement.

What the school does well:

- induction procedures are very effective. This means that pupils new to the school settle well, and those that are the most vulnerable make good progress in their personal and emotional development;
- pupils are valued and well cared for and this means they develop self confidence and the necessary personal qualities for adult life;
- it promotes pupils' spiritual, social and moral development well;
- it fosters very good working relationships, encourages positive attitudes to learning and promotes good behaviour by pupils; and
- there is a good range of extra-curricular activities, visits and visitors that enrich the curriculum and enhance learning.

What the school must do in order to comply with the regulations:

- improve the quality of the curriculum, teaching and assessment as indicated in section 1 of this report;
- rectify all outstanding health and safety issues identified in section 3;
- ensure there are appropriate facilities for pupils who are ill and that the pathway at the rear of the school is in good condition and safe to use;
- provide to present and prospective parents and other interested parties the information detailed in section 6; and
- ensure the complaints policy complies with all the requirements noted in section 7.

COMPLIANCE WITH THE REGULATIONS FOR REGISTRATION

1. The quality of education provided by the school

The quality of the curriculum

The curriculum is satisfactory. It is broad and balanced and enables pupils to make at least satisfactory progress in all subjects taught. The school rightly places a strong emphasis on the teaching of literacy, numeracy and information and communications technology (ICT) skills as these are essential for future success. Whilst pupils have regular opportunities to use computers in the ICT suite, there are missed opportunities to develop further ICT skills in lessons.

There is no written curriculum policy to explain the philosophy behind the organisation of teaching and learning. Satisfactory schemes of work exist for each subject and they inform the work done in class. Whilst planning is sound it does not always clearly specify how pupils' differing needs will be met or the standard of work to be achieved. As a result, some activities are not pitched at the right level to meet the needs of all individuals.

The curriculum in the nursery and reception class (Foundation Stage) is satisfactory. Staff plan a suitable range of learning experiences in all six areas of learning. The youngest pupils learn through themes and topics and enjoy opportunities to think and learn for themselves. The quality of the outdoor environment and the range of play resources are limited. This means pupils' progress, particularly with regard to their imaginative, investigative and creative skills, is not being fully enabled. French and swimming enrich the curriculum and the provision is making a positive impact by improving pupils' linguistic and physical skills.

In Years 1 to 9 pupils follow the national curriculum and provision is satisfactory. In Years 7 to 9 pupils are taught by specialist teachers and they are grouped by ability in English, mathematics and science. Where this happens there is generally a better match of work to pupils' differing needs and capabilities. A particularly good feature is the opportunity for pupils to move out of their normal year group so they can work alongside others of similar ability. This means they work at a level that stretches and motivates them. Most pupils in Year 9 are beginning to study science at General Certificate in Secondary Education (GCSE) level and inspection evidence indicates pupils are making good progress in the subject since the beginning of the academic year.

Pupils in Years 10 and 11 are just starting to follow GCSE courses in English language, English literature, mathematics and combined science. History, geography, business studies, child care, design technology (food technology, textiles and resistant materials), French, Spanish, Italian, drama, music, art and physical education are all available and pupils opt for those subjects they want to study. All pupils study for the Computer Literacy and Information Technology (CLAIT) qualification at level 1 alongside programmes of study in religious education, and personal, social and health education (PSHE). A wide range of options are on offer for the oldest pupils. They include vocational courses such as mechanics, gardening and cookery. Pupils also have the opportunity to attend college for part of the week if

this meets with their aspirations and career goals. A relevant and helpful programme of careers guidance is in place through Years 9 to 11. Provision suitably informs pupils of the choices that are open to them in the next stage of their life.

The curriculum is enriched by a wide range of clubs, trips, visits and visitors. As a response to the lack of enthusiasm for traditional physical education by the older pupils, the regular senior Friday activity days offer activities such as coaching in golf and rock climbing which pupils really enjoy. All pupils from Year 1 onwards attend weekly swimming lessons off site, and almost all of them achieve their lifesaving badge by the end of Year 6. Warhammer, guitar club and craft activities broaden pupils' horizons; help them discover their talents and further their enjoyment of learning.

The quality of teaching and assessment

The quality of teaching and learning is satisfactory. Pupils are making at least satisfactory progress academically and good progress in their personal, social and emotional development.

In the Foundation Stage, staff plan a broad range of learning activities that enable pupils to make sound progress in all areas of learning. There is an effective balance between child-initiated and adult-led work but much of it is done in the classroom and the outdoor environment is not fully utilised. The additional teaching of French is effective and this means pupils' foreign language speaking and listening skills are developing well.

Relationships between adults and pupils are very good and this leads to a very positive climate in classrooms. Teachers manage behaviour very well and this means pupils willingly co-operate and respond well to the praise and rewards they are given. Pupils' attitudes to learning are good and they are keen to give of their best. A particularly good feature is the way pupils are encouraged to express their views about what they are learning and such dialogue is helping to improve pupils' speaking, thinking and reasoning skills.

In the most effective lessons, work is pitched at the right level, planning takes account of previous learning and the needs of all pupils are catered for. There is good use of questioning to enable pupils to clarify their thinking and extend learning. Teaching methods are well selected and work captures pupils' interest and enthusiasm.

Where teaching is less effective there are some common weaknesses. The content of lessons takes too little account of pupils' differing learning needs and at times work is not demanding enough for particular individuals. In addition, work is sometimes over directed by the teacher, and this coupled to the overuse of worksheets for recording purposes, restricts the opportunities for pupils to think and learn for themselves. On occasions number, grammatical and comprehension skills are taught in isolation and in unimaginative ways. Therefore, pupils miss the relevance of what they are doing.

Resources for learning are generally adequate and effectively used, although there are gaps in provision. There are sufficient supplies of textbooks, computers and fiction and non-fiction reading material. However, there is insufficient outdoor equipment for the youngest pupils and this restricts opportunities for them to further develop their physical, social and imaginative skills. There are not enough practical and investigative science resources, particularly in the secondary department.

The school uses national assessments and school based tests to measure pupils' attainment in English, mathematics and science. Procedures are in place to assess the progress made by three to five year old pupils against national expectations. Beyond this phase the school lacks effective procedures to track pupils' progress over time. Teachers do assess pupils on a regular basis but do not always use what they know about pupils to plan their lessons. As a result, some activities are not pitched at the right level to meet the needs of all individuals. There are some good examples of marking of pupils' work but it is inconsistent. When evaluating the work of individual pupils, insufficient attention is being paid to improving their spelling and presentation skills. Homework is set but pupils say that in the main it is finishing off tasks not completed in lessons. Therefore, opportunities are missed to extend learning further. Pupils are not set targets so they are unclear what level they are working at and what they must do to improve. There is a lack of pupil involvement in assessing their own performance.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- *prepare a curriculum policy, set out in writing that is supported by appropriate lesson plans and effectively implement them (paragraph 1(2));*
- *ensure that the teaching encourages pupils to think and learn for themselves (paragraph 1(3)(b));*
- *ensure that the lessons are well planned and activities are suitably matched to pupils' differing needs and capabilities (paragraph 1(3)(c));*
- *ensure that all teachers take pupils' needs, aptitudes and prior attainment into account when planning lessons (paragraph 1(3)(d));*
- *improve the outdoor play resources for the youngest pupils and the quantity and range of practical and investigative resources in science (paragraph 1(3)(f)); and*

- *improve marking and ensure that assessment information is used effectively to plan teaching so that pupils make progress according to their ability (paragraph 1(3)(g)).*

2. The spiritual, moral, social and cultural development of pupils

Provision for pupils' spiritual, personal, social and moral development is good. The school's contribution to their cultural development is satisfactory.

A strong Christian ethos underpins the school's work. It ensures that pupils successfully develop a set of values, principles and beliefs which inform their perspective on life and their behaviour. The spiritual climate encourages pupils to develop respect for others and the environment in which they live. As a result, racial harmony is very good and pupils of different backgrounds get on well. For those pupils who already have religious beliefs, the assemblies, religious education lessons and daily bible readings help support and develop their beliefs in ways which are personal and relevant to them. Such activities also help non Christians gain an understanding of others' beliefs and lifestyles different from their own.

Pupils' personal development is good. Pupils are developing the necessary personal qualities and emotional skills for adult life. They are encouraged to take responsibility and they rise to the occasion. A good example is the organising and running of lunch and after school clubs by older pupils for the younger ones. Pupils are making a positive contribution to the wider community by raising funds for the homeless and street children in South America. A number of recently arrived pupils who have been bullied at other schools say the school is a haven. It is a place where they are free of harassment and intimidation. Inspectors could see such pupils' self-esteem and self confidence growing by the minute.

Pupils' moral and social development is good. Pupils are happy and enjoy coming to school. They say they feel safe and secure and as one pupil remarked, 'cosy'. Pupils flourish and thrive in the caring atmosphere provided. They have a strong sense of right and wrong as demonstrated by their good behaviour, which is sensitive and supportive of each other. The rare instances of anti-social behaviour are dealt with promptly and effectively. Relationships between pupils and adults are very good and contribute to pupils' positive attitudes to learning.

Pupils' cultural development is satisfactory. They are developing a good understanding of British culture and whilst French and Spanish lessons are helping promote a wider view of the world, not enough is being done to extend pupils' appreciation of cultural diversity.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils

The school has a written health and safety policy but it does not take sufficient account of DfES guidance. For example, it does not specify which teacher has overall responsibility for health and safety matters and which staff undertake the checks made on the premises. Risk assessments are carried out to identify potential sources of danger on the school site but they are not rigorous enough. There is a satisfactory policy to manage activities outside school. Sound risk assessments are undertaken for educational experiences off-site.

The September 2005 fire officer's report identified a number of measures to improve fire safety. Following the visit an adequate fire risk assessment was carried out and the fire alarm and emergency lighting systems were upgraded. However, the school has not complied with a few of the recommendations made in the report. For example, although the emergency lighting system is regularly tested it is not done on a monthly basis. Regular fire drills are undertaken and a record kept in line with regulations.

The school has a written child protection policy but it is not comprehensive enough. For example, the procedures to be followed if a member of staff is accused of abuse are unclear. The school has a satisfactory First Aid policy and it is effectively implemented. Accidents are properly recorded and a suitably trained First-Aider is on site at all times. The pupils are well supervised inside and outside of the school building. The behaviour policy is of good quality and pupils are well behaved in lessons and around the school. On the rare occasions pupils seriously misbehave a suitable written record is kept of any sanctions imposed. There is a written bullying policy but it does not pay sufficient regard to the DfES guidance. Nevertheless, pupils say they are free from harassment and other forms of intimidation and inspectors agree.

Attendance registers are well kept and are in good order. The school maintains an admission register but it does not contain the name and address of the school pupils last attended. Corrections are not always made in such a way that the original entry is clearly distinguishable. The school has drawn up a three-year plan of action to meet the requirements of the Disability Discrimination Act (DDA) 2002.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- *prepare a comprehensive anti-bullying policy which has regard to the DfES guidance: 'Bullying: don't suffer in silence' (paragraph 3(2)(a));*
- *improve the quality of the child protection policy to better safeguard the welfare of pupils and staff (paragraph 3(2)(b));*

- *prepare a comprehensive health and safety policy which has regard to the DfES guidance: 'Health and Safety: Responsibilities and Powers', and ensure thorough risk assessments are undertaken for the school premises and outcomes are formally recorded (paragraph 3(4));*
- *ensure that the fire officer's report recommendations are fully implemented within in a reasonable timescale (paragraph 3(5)); and*
- *ensure the admissions register is maintained in accordance with the regulations (paragraph 3(9)).*

4. The suitability of the proprietor and staff

The school has carried out stringent checks to confirm the suitability of staff to work with children. These include the taking up and checking of their references, qualifications, medical fitness and previous employment history. The proprietor has been subject to a Criminal Records Bureau (CRB) check at an enhanced level.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation

The school rents accommodation in part of the Pastures Community Church. There are five classrooms, together with areas for art, science, library, dining and information and communication technology (ICT) , a staff room which also acts as a base for the headteacher, an office, plus a large meeting room that is used for assemblies.

The accommodation and premises are of satisfactory quality. The school is in sound decorative order and is clean and tidy. The teaching areas are of adequate size and there are sufficient washroom facilities for staff and pupils to use. There is sufficient outside space for pupils to play safely. Flooring indoors is appropriate and is in generally good condition. The pathway at the rear of the premises is uneven and hazardous. The latest fire officer's report indicated that the path should be levelled to eliminate the trip hazard when evacuating the building. The school does not have appropriate facilities for the care of sick or injured pupils.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- *ensure that appropriate facilities are provided for pupils who are ill (paragraph 5(1)); and*

- *ensure that the rear pathway is in good condition and safe to use (paragraph 5(s)).*

6. The quality of information for parents and other partners

The school's two handbooks provide a range of useful information about the curriculum on offer, admission arrangements and details about the staff employed at the school and their qualifications. However, the information provided does not fully meet with regulations. Particulars of the educational and welfare provision made for pupils with statements are missing. The information does not make it clear that parents may request particulars of academic performance, including the results of any public examinations taken the previous year. Detail about the number of complaints registered under the formal procedure last academic year is not made available. The school does not keep or submit an annual account of income received and expenditure incurred in respect of pupils funded by the local authority.

The headteacher maintains contact with parents through regular newsletters. Parents are welcomed to assemblies and celebratory events such as the harvest festival and enjoy being involved in school life. Reports keep parents suitably informed about their children's attainment, effort and progress.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- *ensure it provides parents, prospective parents with particulars of educational and welfare provision for those pupils who have statements (paragraph 6(2)(f));*
- *make it clear that parents of pupils and of prospective pupils may request information about:*
 - *particulars of academic performance during the preceding year, including the results of any public examinations (paragraph 6(2)(i));*
 - *details of the number of complaints that were registered under the formal procedure during the last school year (paragraph 6(2)(j)); and*
- *ensure the school keeps and submits an annual account of income received and expenditure incurred by the school in respect of pupils funded by the local authority (paragraph 6(7)).*

7. The effectiveness of the school's procedures for handling complaints

The school has a written complaints procedure but it does not meet all of the regulations. The procedure does not set out clear timescales for managing each stage of the complaints process. The procedure does not state that correspondence, statements and records of complaints are kept confidential, and that a parent attending a panel hearing may, if they wish, be accompanied. The composition of the panel hearing a complaint is not specified and the arrangements for distributing panel findings and recommendations are unclear.

Does the school meet the requirements for registration?

No.

What does the school need to do to comply with the regulations?

In order to comply in full with the Independent Schools Standards Regulations 2003 the school should:

- *ensure that the complaints procedure sets out clear timescales for the management of the complaint (paragraph 7(c));*
- *ensure that the procedure specifies that the panel hearing a complaint consists of at least three people who have not been directly involved in the matters detailed in the complaint (paragraph 7(f));*
- *ensure that the procedure allows for parents to be accompanied, if they wish, to a panel hearing (paragraph 7(h));*
- *ensure that the panel findings and recommendations are provided to the complainant, proprietor and headteacher, and where relevant, the person complained about (paragraph 7(i)); and*
- *ensure the procedure states that correspondence, statements and records of complaints are kept confidential (paragraph 7(k)).*

SCHOOL DETAILS

Name of school:	Jubilee House Christian School
DfES Number:	830/6023
Type of school:	Primary and Secondary
Status:	Independent
Age range of pupils:	3 – 16 years
Gender of pupils:	Mixed
Number on roll (full-time pupils):	Boys: 38 Girls: 30 Total: 68
Number on roll (part-time pupils):	Boys: 11 Girls: 1 Total: 12
Number of pupils with a statement of special educational need:	Boys: 6 Girls: 1 Total: 7
Annual fees (day pupils):	£2,100 - nursery £1,740 - primary £1,980 - secondary
Address of school:	Pastures Community Church 166 Pasture Road Stapleford Nottingham NG9 8GQ
Telephone number:	0115 9395552
Email address:	jhcschool@btconnect.com
Headteacher:	Mrs Jayne Marks
Proprietor:	Mr Rob Davidson
Reporting Inspector:	Mr David Rzeznik HMI
Date of inspection:	16-19 October 2006

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