

Inspection of Jubilee Primary School

Filey Avenue, London N16 6NR

Inspection dates: 28 and 29 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

The school is welcoming and happy. This is because the values of respect, excellence, and friendship are embedded. Parents and carers are positive about the school's work. They appreciate the care and support staff provide for their children. They also value the progress their children make.

Leaders strive to ensure that all pupils gain deep and broad knowledge. For example, leaders increased the amount and range of literature pupils read. They make sure pupils read often, including books written by a diverse range of authors.

Everyone has the highest expectations of behaviour. Pupils behave maturely and are well looked after by kind, encouraging adults. Staff teach pupils about equality and diversity. They encourage pupils to value difference. Professional relationships between pupils and their peers, as well as with adults, are excellent. Pupils are safe. They feel confident that there are adults in school they can speak to if they have any concerns. Leaders deal effectively with bullying, should it occur.

Pupils broaden their horizons through the wide range of clubs and activities on offer. These include karate, art and fencing, for example. They relish taking on responsibilities such as being prefects or school councillors. They are proud to represent their school in sporting competitions. Pupils said they enjoy performing for their classmates in musical concerts.

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

Leaders endeavour to create an ambitious curriculum, which meets pupils' needs. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive timely support. There are appropriate systems in place to identify, assess, and plan to meet the needs of pupils with SEND. Staff make adaptations to their teaching and resourcing, and leaders review support plans regularly. These processes help pupils with SEND to access the same knowledge as their peers.

In most subjects, leaders have thought carefully about the crucial knowledge pupils need to learn and when. The identified chunks of knowledge are organised in a logical way. This enables pupils to build on what they have already studied. Leaders' thinking also incorporates the essential subject knowledge that children in the early years will need to master. This prepares pupils well to build on their prior knowledge when they enter Year 1. For example, staff in early years model good use of language and speak a lot with children. This extends children's literacy skills and expands their vocabulary. Staff use mathematical resources to help children practise basic number skills effectively. These prepare children well to build upon and deepen their knowledge of literacy and numeracy from the start of Year 1. However, this thinking and planning is still a work in progress in a few subjects. In those subjects, children do not deepen their knowledge as much as they could.

Teachers have the expertise to present knowledge clearly. They check what pupils know and remember. They use assessment information to identify any knowledge gaps or misconceptions. Teachers give useful feedback to pupils and adapt their teaching to address gaps and misconceptions. They also build in regular opportunities for revision. This supports pupils to retain key knowledge in their long-term memories.

Children in the early years get off to a flying start in learning to read. Staff are well trained to teach phonics and do so with precision. Pupils read books matched to the sounds they know. Teachers quickly provide extra phonics sessions for those who need to catch up. This includes pupils who join the school part way through their primary education. As a result, pupils gain confidence and read with fluency and expression. Staff encourage pupils to read for pleasure. Pupils read a wide range of books. Teachers captivate pupils by making story time engaging. Pupils spoke enthusiastically about the different books and authors they read. They enjoy the challenge of becoming 'word millionaires' by reading more and more books.

Pupils' attitudes towards learning are exemplary. Children in the early years enjoy finding out new things. They persevere when completing activities designed to spark their curiosity. For example, children carefully handled millipedes that they found, fascinated by how they felt and looked in their hands. Pupils listen attentively in class and work very hard. These positive attitudes contribute well to pupils' achievements.

Leaders seek to equip pupils with the skills and attitudes needed to make a positive contribution to the school and wider society. They also provide pupils with a wide range of enrichment activities outside of the classroom. For example, visits to Cambridge University aim to raise pupils' career aspirations. Visiting speakers raise pupils' awareness of important issues such as global warming. Pupils spoke with passion about how they plan and carry out fundraising for the school. Leaders track which pupils participate in the wide range of opportunities available. They make sure the most disadvantaged pupils do not miss out.

Staff are proud to work at the school. They said that leaders engage with them effectively and take into account their well-being and workload. Leaders ensure that teachers have the necessary support to undertake their roles. This includes those that are new to the profession.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure the care and safety of pupils are a high priority. Leaders follow the proper procedures for vetting candidates' suitability to work with pupils.

Staff have been thoroughly trained to understand their role in keeping pupils safe. They know how to identify signs that pupils may be at risk from harm. Staff refer

any concerns they have promptly. Leaders quickly secure the help pupils need to support their safety and welfare.

Leaders are persistent in their work with external agencies where responses take too long. Pupils are taught about risk, how to form healthy relationships and to stay safe, such as online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not thought carefully about the essential knowledge they want pupils to know and remember from early years to Year 6. This means that in those subjects, pupils do not build securely on their previous knowledge and achieve as well as they could. Subject leaders should identify the key knowledge they want pupils to know and remember, building carefully from the start of early years to Year 6.

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	100253
Local authority	Hackney
Inspection number	10211833
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The governing body
Chair of governing body	Patrice North
Headteacher	Norma Hewins
Website	www.jubilee.hackney.sch.uk
Date of previous inspection	23 November 2007, under section 5 of the Education Act 2005

Information about this school

- The governing body runs before-and after-school provision on the school site.
- Leaders do not use any alternative provision.

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 has 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 held discussions with the headteacher, senior leaders, the school's co-ordinator for the provision for pupil's with SEND and other staff. The lead inspector met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, science, history, music and physical education. 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 samples of pupils' work. An inspector listened to pupils reading to a familiar adult. Inspectors also considered other subjects as part of the inspection.

- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the leader with responsibility for safeguarding. Inspectors also spoke with staff, members of the governing body and pupils about the school's approach to keeping pupils safe.
- Inspectors met formally with groups of pupils and spoke to others informally throughout the inspection.
- Inspectors observed pupil's behaviour in lessons and around the school.
- Inspectors reviewed a range of school documentation, including minutes of governing body meetings, the school's self-evaluation, planning documents, records of behaviour, attendance and external reviews.
- Inspectors spoke with parents at the beginning of the school day and visited before- and after-school clubs.
- Inspectors considered the responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Rebekah Iiyambo, lead inspector	Ofsted Inspector
Pamela Fearnley	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector

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