

# Inspection of Jubilee L.E.A.D. Academy

Highwood Avenue, Bilborough, Nottingham, Nottinghamshire NG8 3AF

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Inspection dates: 8–9 January 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Inadequate

## **What is it like to attend this school?**

Pupils from all backgrounds and abilities are welcomed with open arms at Jubilee. Pupils with special educational needs and/or disabilities (SEND) told us, 'No one is singled out and everyone is part of our school.'

Pupils bounce into classrooms with smiles on their faces. They can't wait to get into lessons and learn new things. They know that staff care for them greatly. This makes them feel safe and loved while in school. Pupils do not worry about bullying. They are polite and respectful. Many pupils offered their seat to us, so we could sit down in lessons.

Leaders want the absolute best for all pupils. Staff do not put a limit on what pupils can achieve. Pupils know this and work hard to make their teachers proud. Indeed, teachers really are proud of them! Staff make every day a new adventure. Pupils experience many new opportunities. They enjoy trips to the Holocaust Centre, song writing club and visits from the local police officer.

Pupils know their school has improved greatly. They appreciate the extra care and attention staff give them to make them feel special. Pupils' achievement keeps on getting better every year.

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

Senior leaders, together with the trust, make an excellent team. They have transformed the school since the previous inspection. Pupils attend regularly and receive a good quality of education. Pupils' achievement is improving year on year.

Leaders have made reading a top priority. They want pupils to read well, so they can gain important knowledge from across the curriculum. Pupils enjoy reading. One pupil told us, 'I just love reading, I do!' Pupils enjoy borrowing books from the library. They earn tokens for reading at home and exchange these for exciting book prizes. The 'class versus class' reading challenge gets pupils hooked on reading.

Leaders know the importance of teaching children to read from the moment they start school. Leaders have set out what phonics knowledge pupils should learn and when. More pupils are becoming confident and fluent readers. However, some younger pupils are not able to use their phonics knowledge when writing and spelling words. Teachers sometimes ask them to write words and phrases that are too demanding. Some younger pupils' handwriting is difficult to read.

Mathematics is well taught throughout the school. Leaders make sure that teachers plan demanding work that deepens pupils' mathematical knowledge. Teachers explain learning well. They ensure that lessons build on what has already been taught. Pupils achieve well.

Leaders have effective plans in place detailing what must be taught in subjects such as religious education and geography. For example, in geography, pupils learn about landmarks in Nottingham, before they learn about the physical features of countries in Europe and the world. Pupils know and remember more in these subjects. The curriculum is not as well planned in science. Some pupils could achieve better in this subject.

Children get off to a good start in the early years. The Reception classrooms are bright and engaging places to learn. Children are curious learners. They enjoy role-play activities and investigations. For example, children enjoy buying shopping at the role-play supermarket. They use magnifying glasses to examine beans and discuss what helps them grow.

Pupils with SEND receive highly effective help and support. Leaders want these pupils to learn as much as others, and they do. Staff have been well trained. Pupils with complex SEND thoroughly enjoy their time in the 'cherry class' nurture provision. Pupils with SEND are valued members of the school. They take on roles such as being members of the pupils' 'safeguarding team'.

Staff have high and consistent expectations of pupils' behaviour. Pupils live up to these and behave well. Pupils understand that they should be kind and helpful to others. They fundraise to buy Christmas hampers and deliver these to vulnerable families in the local community.

Pupils enjoy learning about other cultures. They visit different places of worship such as Nottingham mosque. Pupils are well prepared for the world of work. They apply for jobs at the school's 'job shop'. They take on roles such as prefects and library monitors. They relish being paid by the banker for their work and being nominated as 'employee of the month'.

Staff are in full support of the headteacher and senior leadership team. They value the support they receive. They enjoy coming to work and are proud of what they achieve for the pupils of Jubilee.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding team is an asset to the school. They work with determination to keep pupils safe. Leaders and staff have an excellent knowledge of the community they serve. They act quickly and with great tenacity to make sure that pupils at risk of harm get the help that they need.

Leaders make sure that staff can spot the signs a pupil may be at risk of abuse. Leaders' safeguarding records are of high quality. Pupils say they feel safe in school. They told us about the 'safeguarding curriculum'. Pupils learn about strangers, crossing roads safely and possible dangers on the internet.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have developed an ambitious and well-sequenced curriculum in most subjects. This ensures that pupils achieve well. Leaders should now extend this good work to all subjects, including science. They should ensure that important knowledge is revisited often enough so that pupils remember it. They should make sure that teachers plan demanding work that matches the ambition of the curriculum.
- Some younger pupils do not apply their phonics knowledge when writing and spelling words independently. Some have poor letter formation. Some of these pupils could achieve better. Leaders must make sure that teachers provide younger pupils with frequent opportunities to practise handwriting. They should ensure that writing tasks allow pupils to use and practise the phonics they have already been taught.

## 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 Ofsted Parent View information 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

<b>Unique reference number</b>	141334
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10087392
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mark Blois
<b>Headteacher</b>	Nicola McIntyre
<b>Website</b>	<a href="http://www.jubilee.nottingham.sch.uk/">www.jubilee.nottingham.sch.uk/</a>
<b>Date of previous inspection</b>	11 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The school has experienced significant changes to staffing since the previous inspection. A new deputy headteacher has been appointed to the senior leadership team.
- The school provides a breakfast club that is managed by the board of trustees.

## Information about this inspection

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

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- We met with the headteacher, deputy headteacher, curriculum leaders, the special educational needs coordinator, the early years leader, three members of the local governing body and two representatives of the trust.
- We did deep dives in the following subjects: reading, mathematics, religious education and geography. We visited lessons, scrutinised pupils' work, listened to

pupils reading and spoke with pupils and teachers about their lessons. We also examined the quality of pupils' work in science, computing and design technology.

- A wide range of documents was scrutinised, including those relating to safeguarding, behaviour, the school's plans for improvement and curriculum planning. We considered information about pupils' achievement from published information and looked at information on the school's website.
- We took account of the seven responses to Parent View, Ofsted's online questionnaire. There were two responses to the staff survey. There were no responses to the pupils' survey.

### **Inspection team**

Steve Varnam, lead inspector

Her Majesty's Inspector

Helen Atkins

Ofsted Inspector

Jo Harvey

Ofsted Inspector

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