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Dr M Jarrett  
The Jubilee Academy  
73–77 Lowlands Road  
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Dear Dr Jarrett

### **Short inspection of The Jubilee Academy**

Following my visit to the school on 4 June 2019 with Charlotte Millward, Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2015.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

The school has continued to grow from strength to strength since the last inspection. You have developed a highly skilled and reflective leadership team, whose members help you to check and improve the quality of education for all pupils. You have effectively addressed the areas for improvement identified in the previous inspection report. Middle leaders accurately assess the quality of teaching, learning and assessment. They match your aspirations to secure good or better teaching in all lessons. Through regular learning walks and analysis of progress information, they implement timely interventions for pupils. Their ongoing support for teachers ensures a culture of continuous self-improvement across the school.

Through your robust performance management systems, you have encouraged all staff to develop. All staff who completed the online survey said that you challenge and motivate them through continuous professional development. You have created a committed and stable teaching team by providing opportunities for staff to develop their leadership skills. You work closely with Harrow's collegiate teaching school alliance to ensure that your staff are outward looking and learn from best practice. Staff morale is high. The staff trust your leadership and management of all aspects of school life. Commissioning schools share this confidence in you and value the positive impact you have on improving life chances for their pupils.

You have ensured that all staff use and apply the school's systems and processes. Pupils' behaviour is managed consistently and highly effectively across the whole school. Pupils are clear about your expectations for conduct and learning. They are motivated by your positive behaviour systems to do well. All pupils told inspectors that they are proud of the school and value the support they receive from all staff to 'have a second chance'.

The governing body fully supports your vision and shares your ambition for the school. Governors are highly skilled and provide appropriate challenge and support to you. The detailed information you provide to governors ensures that they are fully informed of the school's strengths and areas for development. Governors play an active part in the life of the school. They contribute to the strategic direction, monitor outcomes carefully, and are informed by the views of staff, parents and pupils.

You place the care and welfare of pupils and their families at the heart of all you do. The school's parental survey shows that parents fully support the school and believe that you have improved educational opportunities for their children. Parents value the communication and support you offer them through regular phone calls, workshops and help from external agencies. One parent told us that her child's placement at The Jubilee Academy was 'a blessing in disguise'. Relationships between staff and pupils is exemplary. Pupils told inspectors that adults motivated them to do their best and pupils have a positive view of themselves as learners.

Leaders expect every pupil to make good or better progress from their starting points. Your sharp analysis of achievement information allows you to target support at any pupil who is not fulfilling his/her potential. As a result, the very large majority of pupils make better than expected progress and achieve well in external examinations. Disadvantaged pupils achieve as well as their peers. At key stage 3, the majority of pupils are successfully reintegrated back to their mainstream schools. Where pupils return to complete their education at The Jubilee Academy, they achieve well and move successfully on to further education, employment or training.

### **Safeguarding is effective.**

Your leadership team and governors have ensured that all safeguarding arrangements are fit for purpose. There is a strong culture of vigilance, shared by all staff. When safeguarding issues arise, swift action is taken to ensure that pupils are kept safe.

Leaders and governors have the highest levels of safeguarding training, which is delivered on a rolling programme. They check staff knowledge of the school's systems and processes, and gather parents' and pupils' views to ensure that they feel safe. Staff are well trained in a range of key safeguarding topics and are confident in recognising and reporting concerns. Your leaders are fully aware of the risks to pupils in the wider community. Their work with external agencies to support pupils at risk is exemplary.

You support parents to keep their children safe through workshops and regular discussions. Pupils value the rich support and information they receive through personal, social, health and economic lessons, and through personal mentoring. They say they feel safe at school and that incidents of bullying are rare.

The single central record is compliant and maintained meticulously.

### **Inspection findings**

- We agreed to focus on four lines of enquiry. The lines of enquiry included the areas for improvement identified in the previous inspection report and safeguarding. These areas have been addressed above. We also agreed to look at how the curriculum meets the needs of all pupils, and how the educational provision at The Jubilee Academy has led to improved outcomes for all pupils.
- The school offers an appropriately broad and balanced curriculum for all pupils in key stages 3 and 4. The curriculum is tailored well to meet the needs of pupils on short- and long-term placements. Staff skilfully manage high levels of pupil mobility to deliver programmes of work at key stage 3 which build on pupils' prior knowledge and deepen their thinking. Pupils value the attention they receive in small-class settings to address any misunderstandings. Leaders from commissioning schools report that the curriculum prepares pupils well for successful reintegration. The balance of the academic and personal curriculum ensures that pupils overcome their barriers to learning and fill gaps in their knowledge and skills.
- At key stage 4, the wide range of options enables pupils to move on to Level 3 college courses, and appropriate vocational courses at all levels, at the end of Year 11. The school site does not provide outside space or opportunities for the delivery of practical subjects such as food technology or art, which current pupils would welcome.
- Teachers plan consistently across all subjects, ensuring that all pupils receive the support they need to extend their learning. All staff use questioning effectively to help pupils correct their work and take risks. Peer assessment encourages pupils to learn from each other. Teachers use resources well to engage pupils and nurture their love of learning. In creative media classes, for example, pupils use examples of graffiti art to develop their drawing skills. In English and drama, writing frames and the use of videos help pupils record and extend their ideas. In mathematics and science lessons, the teaching of key vocabulary and modelling help pupils practise their knowledge and skills. Evidence in pupils' books consistently shows that pupils use teachers' feedback to improve their work.
- All stakeholders, including pupils, agree that The Jubilee Academy provides enhanced opportunities for pupils. Measures of the school's success are exemplified by the 100% rate of Year 11 pupils moving on to further education, employment and training in 2018. All current Year 11 pupils have conditional offers from colleges. The school continues to support pupils after they have left, with advice and support.

- At key stage 3, the majority of pupils successfully return to mainstream education. The school ensures that pupils make accelerated academic progress and improve their attendance, behaviour and positive engagement with society. Pupils' books showed consistent evidence of significant progress over time across all subjects and ability levels.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the curriculum offer is kept constantly under review, providing further opportunities for pupils to develop practical skills that match their interests.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Harrow. This letter will be published on the Ofsted website.

Yours sincerely

Angela Tempany  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, the inspection team met with you, members of your senior and middle management team, members of the governing body, head teachers from commissioning schools, staff, pupils and one parent. Lesson observations and learning walks were carried out with you and members of your leadership team. Work scrutiny of pupils' books was carried out in lessons. Inspectors looked at documentation concerning the school's self-evaluation, school improvement plan, minutes of full governing body meetings and external reviews. Inspectors also looked at school information relating to outcomes and progress for all pupils, attendance, behaviour and exclusion data, and referrals to external agencies. The school's single central record and policies and procedures for safeguarding were also checked. In advance of the inspection, the school's website was reviewed. The 25 responses to Ofsted's online staff survey were also considered.