



Jubilee House Christian School

Inspection report

This inspection was carried out under section 162 (A) of the Education Act 2002 as amended. Bridge Schools Inspectorate (BSI) has been approved by the Secretary of State in the Department for Children, Schools and Families (DCSF) to undertake inspections in designated independent schools within membership of the Christian Schools Trust (CST) or the Association of Muslim Schools UK (AMSUK).

DCSF number: 830/6023
Association: CST
Date of inspection: 30th November – 3rd December 2009
Lead Inspector: Mrs E McAndrew
Team inspectors: Mr P Moon
Mrs S Butt

Age range of pupils: 3-16 years
Number on roll: 76
Full-time: 30 boys 27 girls
Part-time: 9 boys 10 girls
Number of pupils with a statement of special educational need: 2

Proprietor: Mr Rob Davidson
Head teacher: Mrs Jayne Marks
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The purpose and scope of the inspection

The main purpose of the inspection is twofold. It is to advise the DCSF whether the school continues to meet the requirements for registration, and to determine whether the school's religious ethos continues to meet the expectations of its association. Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of The Bridge Schools Inspectorate on the Ofsted and BSI websites.

Information about the school

Jubilee House School is an independent co-educational day school for pupils aged between three and sixteen years of age. The school is situated in Stapleford on the outskirts of Nottingham. The school was registered in October 1999 as a school of special religious character having a Christian ethos. Admission is non-selective. The school admits a larger than usual number of pupils with special needs and some pupils who have failed to thrive elsewhere. The school allows 14 pupils of compulsory school age, who are also being educated by their parents, to attend school part-time. The parents of these pupils clearly understand that they have the responsibility of ensuring that their children receive a suitable education. At the time of the inspection there were 76 pupils on roll. The school aims 'to teach pupils through a stimulating curriculum which enables them to discover and develop their individual talents, promoting self worth, creative thinking and a desire to be active, independent learners, responsible and motivated to achieve their best in all they do.'

The school was last inspected in October 2006.

Evaluation of the school

Jubilee House School is well on its way to achieving its aim through the increasing quality of the education it provides. The satisfactory and improving curriculum ensures a broad and interesting learning experience for all pupils. Much of the teaching is good and in consequence pupils of all abilities make good or satisfactory progress. Pupils, many of whom have specific needs become effective learners who are well motivated and bring great enthusiasm to their work. The personal development of pupils has outstanding features and pupils respond to adults and each other with openness and friendliness. Pastoral care has a high priority: pupils are well cared for and procedures for welfare, health and safety are good. Pupils of all ages enjoy coming to school and parents are overwhelmingly supportive of the school and the education and care it gives to their children. The school meets all but one of the regulatory requirements.

Quality of education

The curriculum provides a sound and improving framework within which pupils learn effectively and make satisfactory or good progress. It ensures that pupils have a wide learning experience throughout all key stages even though the school is very small. Curriculum planning was identified as a priority for improvement at the last inspection and the headteacher and the deputy have worked diligently, consistently and hard to secure the evident improvement.

The Early Years Foundation Stage (EYFS) curriculum is good and meets the requirements for all six areas of learning and development. Staff plan enjoyable activities that create appropriate opportunities and experiences across all areas to secure pupils' progress towards all early learning goals.

At Key Stages 1 and 2 the curriculum includes all the subjects of the National Curriculum, personal, social, and health education (PSHE), religious studies and Spanish. This provision is extended at Key Stage 3 with the addition of Italian, Japanese, citizenship and a course in life skills. The creative and performing arts are fostered throughout the school through provision for drama, music, art, and horticulture, with textiles and work in resistant materials for older pupils. At Key Stage 4 the school has succeeded in providing a good range of compulsory and optional GCSE subjects so that all pupils are able to make choices which will support them into the next phase of their education.

Curriculum planning has improved significantly since the inspection in 2006 and this has contributed markedly to the improved quality of teaching. Planning is effectively informed by the National Curriculum programmes of study and schemes of work available from the Qualifications and Curriculum Authority. The recently updated schemes of work provide the overview of the topics to be covered in each class in each subject across the year. Topics are carefully considered and chosen to ensure that for pupils in the mixed age classes unnecessary repetition or omission are avoided. The organisation of classes is flexible from the EYFS onwards. Staff use their knowledge of pupils' academic and specific needs to ensure that pupils are working in the most appropriate class. Whenever a move is considered, the views of the pupil and parents are assiduously taken into account.

Medium term planning in each subject sets out in greater detail what will be taught each term or half term. Good use is made of national guidance as well as published materials in compiling this level of planning. The format of the schemes of work varies, as does the amount of detail included, but all are satisfactory and some, for example, mathematics, English and business studies, are good. The most effective medium-term planning identifies the time allocated for each unit of learning and includes key elements such as: students' prior learning; the expected learning outcomes; differentiation; assessment; resources and the next steps. The assessment and evaluation record sheet is particularly valuable when fully utilised, providing direct information to guide future planning.

The planning of literacy and numeracy is effectively informed by the National Strategies at Key Stages 2 and 3 and these aspects are given a high priority. This strong emphasis contributes to the pupils' progress in these areas, particularly at Key Stage 3 where progress is rapid. The school's Christian ethos, PSHE and citizenship contribute significantly to the pupils' good, and in some respects outstanding, personal development.

At Key Stage 4 the school works hard to extend the choices it offers so as to provide pupils of all abilities with courses which are intrinsically interesting and worthwhile for them. As a result, the curriculum remains commendably broad with foreign languages including French, Spanish, Japanese and German being particularly

noteworthy. Consequently, pupils are able to maintain their study of a wide range of subjects with a good balance of academic and creative examination courses. All pupils follow the communication, literacy and information technology course (CLAIT) which provides a secure introduction to the acquisition of essential skills in information and communication technology (ICT). The school has been entering pupils for GCSE for only two years but all pupils take English, mathematics and double award science, and most students are expected to undertake six or more subjects. Results for the two years exceed those achieved by students nationally.

Careers education is well supported through the course in life-skills, through workshops and the Young Enterprise Scheme which is just beginning. Good quality specialist support is provided by the Connexions Service who work regularly with pupils from Year 9 onwards. All pupils in Year 10 usefully undertake a week of work experience in a variety of business settings.

Provision for the large proportion of pupils with special needs, including the two pupils who have a statement of special educational need, is consistently good. The procedures to identify their needs are thorough and the special educational needs co-ordinator ensures that individual education plans are written and implemented for pupils who need them. The school works effectively with visiting specialists who support individual pupils.

Visits to enrich aspects of the curriculum are routinely undertaken. These first hand experiences bring the curriculum to life, adding immediacy and relevance to pupils' work in class. In addition, the school uses activity days to introduce pupils to a range of experiences such as golf, orienteering, ice-skating and rock climbing. Longer term ventures such as the Duke of Edinburgh's award challenge pupils to pursue worthwhile goals through demanding opportunities for endeavour, enjoyment and satisfaction.

The quality of teaching was good and occasionally outstanding in just over half the lessons observed. In the remainder teaching was satisfactory. As a result, pupils make satisfactory or good progress. The quality of teaching has improved significantly since the last inspection.

The specialist teaching in the secondary department is a strength of the school and contributes well to the overall quality of teaching. In the best lessons, particularly in English and mathematics, teachers show a thorough knowledge of the subjects they teach and a high level of professional expertise in the strategies they use to ensure that pupils have good opportunities to learn productively. The most effective planning takes account of previous learning, specifies precisely what pupils will learn, the methods and approaches to be used, and how tasks will be differentiated to meet the differing needs and abilities of pupils. Where planning is satisfactory but less effective, learning objectives are too general and insufficient attention is given to identifying how teaching will take account of the different ages and abilities in the mixed age classes. The skilful use of ICT in Spanish provides a model for wider dissemination.

Teachers enjoy teaching and pupils enjoy their learning. This response from pupils is a considerable achievement as a large proportion of pupils have failed to thrive

elsewhere. Teachers' enthusiasm for their work is very apparent and results in pupils who want to come to this school and believe it helps them to make progress. As a result they are increasingly able to become involved and motivated with a clear sense that they should do the best they can in their lessons. These characteristics are evident too in those pupils who entered the school with challenging or erratic behaviour. The outstanding relationships within classes build trust and confidence, encouraging pupils and enabling them to believe in their own capacity to learn.

The number of pupils in each class is small and teachers are well informed about individual pupils' strengths and needs so they are able to give individuals direct and prompt support. From the EYFS onwards, staff demonstrate good teaching through the use of effective questioning, enthusiasm, and listening and responding specifically to individuals. The strong emphasis on speaking and listening contributes significantly to pupils becoming increasingly articulate and confident speakers but writing would benefit from a more consistent approach across the school. Given that this area of learning is especially demanding for pupils with specific learning difficulties, aspects such as the progressive development of handwriting and orderly presentation are not consistently emphasised by all teachers across the key stages.

Procedures for assessment are satisfactory and improving. Good knowledge of EYFS requirements enables staff to make regular and detailed assessment of pupils' learning and development. This is effectively used to tailor teaching carefully to the needs of each pupil, leading to their good progress. From Key Stage 1 pupils' work is routinely scrutinised in class and is marked regularly. The school has a marking policy but it is not consistently applied by all teachers. As a result, marking is inconsistent, ranging from good to cursory. In the best examples, precise, pertinent comments on pupils' work make clear to them why their work is good and tell them what they need to do next to improve it. In contrast, where marking is limited to ticks, it gives pupils too little feedback and fails to create an ongoing record of a pupil's developing strengths or recurring weaknesses in a subject.

Following the practice established in the EYFS, the school has recently decided to maintain profiles throughout a pupil's time in school. Regular teacher assessments form part of the profile as do progress tests in English, mathematics and science. The school usefully carries out nationally validated tests at the end of Key Stages 2 and 3 to assess progress and to compare pupils' performance with that of pupils of the same age nationally. The school has various systems for recording pupils' progress but no single system for collating this data so that the progress of each pupil and group can be readily tracked over time. This is in the process of development.

Spiritual, moral, social and cultural development of the pupils.

The pupils' spiritual, moral, social and cultural development is good with some outstanding features. The role of the school counsellor plays an important part in contributing to this development and in establishing and maintaining good emotional health. Pupils show a growing sense of dignity, enjoyment and achievement across the wide range of ability.

The spiritual development of pupils is good. They have regular opportunities to worship and pray and to share prayer needs. Whilst there is an emphasis on the Christian worldview in lessons, the school is sensitive in the way it respects the starting points of its non-Christian pupils. This is particularly important because the school has a significant number of pupils who are not from a Christian background. The staff respond first and foremost to the needs of the individual pupils. This is most evident in relation to the provision of an environment where some children can find a haven from what has been a difficult previous educational experience. Such pupils have been well integrated into the school and are now able to regain confidence and self-esteem. Indeed, the school is outstanding in giving all its pupils a strong sense of self worth. While it is essential to keep this sensitivity and balance, there are pupils who strongly adhere to the Christian faith, and whose faith is not always systematically advanced by a consistent emphasis throughout the curriculum. The recent opportunities to take part in a Youth Alpha Course have given all pupils a valuable opportunity to deepen their understanding of Christianity.

Pupils experience tangible demonstrations of Christian love in relationships fostered between staff and pupils and between established pupils and new pupils. This has a strong influence on the development of pupils' moral principles and their clear understanding of right and wrong. Behaviour is always good and sometimes outstanding both in lessons and in the school community in general. Pupils know the boundaries for acceptable behaviour set by the school: generally, most of them choose to comply readily with these expectations as they increasingly absorb the ethos and values of the school.

Pupils have very good opportunities for social development. They readily take responsibility for their behaviour and know that it falls to them to maintain positive standards of behaviour and social integration. Older pupils approve of the system of rewards they enjoy, such as being able to leave the site at lunchtimes, realising that they have had to earn this privilege through the quality of the choices they are seen to make in the school. Pupils are encouraged to respect the law and they learn about public institutions. The school follows the national guidance for Citizenship, but the amount of time given to this important aspect at Key Stage 4 is currently too little so coverage is limited.

The emphasis on literacy and numeracy and ICT along with work on life-skills builds a firm foundation towards pupils' future economic well being. In discussion, pupils of all ages told inspectors how much they enjoyed being in this school, as their pattern of attendance testifies.

The school encourages its pupils to respect other faiths and other cultures. In one lesson, pupils were discussing the giving and sending of cards at Christmas. The Muslim pupils were able to inform their classmates of traditions within their faith. As a result, pupils appreciate difference and remain secure in their own faiths and cultures whilst learning about the faith of others.

Welfare, health and safety of pupils

The overall provision for pupils' welfare is good. All policies are in place, and the school is completing steps to ensure that implementation is embedded consistently

in everyday practice. This aspect of the management and leadership of the school has been significantly addressed and improved upon since the last inspection. The school has taken the initiative in liaising with the local authority on best practice in some of its policies and these have been implemented in the school. This is especially evident in the provision of the safeguarding policy and practice, and also in provision for pupils under the Disability Discrimination Act. Within this latter policy in particular, the provision for a pupil with visual impairment is thorough with a high degree of awareness of the pupil's needs.

Responsibility for welfare, health and safety policies and practice is taken seriously by the governing body, which is organized into sub-committees to review and oversee the implementation of policies. This assists senior staff with the administration involved in establishing and maintaining compliance with the regulations.

The school admits a significant number of pupils who have been bullied at other schools. The successful integration and nurturing of these pupils is the result of the school's high quality pastoral care and support. The anti-bullying policy has been written taking close account of national guidance and is well implemented in practice. This key area is regularly reviewed at staff meetings and is also reviewed by a sub-committee of the governing body.

There are clear and straightforward policies relating to Health and Safety and these are effectively implemented with regular and appropriate checks. Break-times are well supervised throughout the school, with older pupils recently submitting proposals for running lunchtime clubs for younger pupils.

Suitability of the proprietor and staff

All staff have been subject to satisfactory clearance with the Criminal Records Bureau at an enhanced level. The school's employment procedures ensure that all required checks are carried out prior to appointment. The single central register meets requirements.

School's premises and accommodation

The school premises which are part of the Pastures Community Church provide suitable though not ideal accommodation. The school makes good use of its accommodation to create specialist areas including the EYFS unit, a small library, an ICT suite, a drama space and specialist rooms for science and art.

Arrangements for pupils who may be ill are inadequate and do not meet regulatory requirements. The school is considering how this may be remedied when the proposed extension is built.

The grassed outdoor area provides a necessary additional learning environment for the youngest children and pleasant recreational space. The school has limited sports facilities but makes good use of local provision for swimming and gym.

Provision of information for parents, carers and others

The school provides a comprehensive range of good quality information for parents, carers and others. The handbooks for the primary and secondary departments include useful information on the ethos and expectations of the school and information on the curriculum and the every day routines of school life. The handbooks helpfully list the range of policies which support the school's provision. Copies are available on request and can be read in school. The website is being updated and it is planned that these policies will be included there. The Board of Governors which includes parents takes an active part in the management of the school contributing to the sense of community and supporting the school's aims.

Parents who responded to the questionnaire were overwhelmingly positive and believe the school works hard for their children. Twice yearly parents' meetings and good quality annual written reports help parents to be kept well informed about their child's progress.

Procedures for handling complaints

The school's policy and procedures for handling complaints meet the requirements in full. There has been one complaint in the last year.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the EYFS is good. There are seven pupils, most of whom attend part-time. There are two full-time members of staff who already hold sufficient qualifications to meet requirements, and who are both undertaking further training to improve their levels of qualification. The EYFS class works closely with the Key Stage 1 pupils and this is of particular benefit to the older EYFS pupils who are able to join in with Key Stage 1 activities in a way that is appropriate to their age and stage of development.

Learning is encouraged through enthusiastic teaching that is characterised by good knowledge of EYFS requirements across all the six areas of learning. There is effective assessment for learning: the teacher knows what each pupil can do, what they need to do next and what opportunities and experiences they need to make the next steps. Very effective questioning by staff develops the pupils' listening, speaking and thinking skills. All pupils are fully engaged in their learning and, as a result, make good progress. In the small cohort of pupils finishing the EYFS at the end of the last academic year, every pupil attained the early learning goals in all areas.

The spacious classroom is well used to set up a range of appropriate and enjoyable activities, which are carefully planned to ensure a balance between the areas of learning and to give sufficient variety to engage and motivate the pupils. As a result, the pupils learn from play with the encouragement and involvement of adults. They demonstrate creativity and growing independence in their learning during these periods of play-based activity. In addition, there are regular adult-led sessions, for example to develop the pupils' knowledge of letters and sounds. Pupils respond positively to guidance during adult-led sessions to build their knowledge,

understanding and skills. They are given time to talk about matters of interest to them and are listened to carefully, building their self-esteem and confidence.

The extensive outside area includes an attractive garden, which is used for learning activities as well as for recreation when the staff judge that the weather permits and usually pupils play outdoors for an hour each day. However, mildly inclement weather restricts its use too often. New outdoor play equipment has been purchased since the last inspection, bringing the outside resources up to the same good level as those inside.

Pupils' welfare is promoted well through the implementation of whole school policies. Pupils are well behaved, well motivated and cooperative during assemblies, registration, and prayers, tidy up, break, snack and lunch time periods. Pupils respect boundaries and follow routines, waiting for their turn and cooperating with one another during group activities. Posters on the walls encourage hand washing and good hygiene which is reinforced by reminders from staff and by lessons on the body. Healthy diets are encouraged through a curriculum topic and illustrated again by posters.

The EYFS teacher works closely with the infant teacher, who has overall responsibility for leading and managing the EYFS provision. With the valued support of the local authority, the school has prepared carefully for the implementation of the EYFS and the requirements are all met. In particular, the uniqueness of each child is fully recognised and is at the heart of all aspects of the provision.

Compliance with the regulations

In order to meet fully the regulations in **standard 5**, the school's premises and accommodation, the school must:

- provide facilities for pupils who are ill in accordance with the Education (School Premises) Regulations 1999 (Regulation 5(l)).

Meeting the expectations of CST

The school's religious ethos broadly meets the expectations of CST but in order to strengthen that ethos the school should consider:

- further developing the Christian perspective in the curriculum.

What the school could do to improve further

As part of future development the school might wish to consider:

- ensuring that all planning includes the characteristics of the most effective examples
- planning to increase pupils' experience of writing across the curriculum to match the high quality of their oral work

- ensuring that marking is more consistent throughout the school
- using the outdoor area even when the weather is a little inclement, ensuring that the EYFS children dress appropriately.