

Jubilee Academy Mossley

Tintern Crescent, Walsall, WS3 2SQ

Inspection dates 3–4 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their starting points, pupils make good progress in reading, writing and mathematics.
- Most teachers have high expectations of pupils' work and behaviour. They use their knowledge of what pupils already know to teach exciting topics that inspire and motivate pupils of different abilities to do their best.
- Pupils enjoy the interesting topics which combine learning from a wide range of subjects.
- Pupils concentrate and persevere with their work even when they find it difficult. Their good behaviour and attitudes to work support their achievement well. They are polite and courteous and show respect to adults and other pupils.
- Pupils say that they feel safe because everyone respects and cares for each other. Relationships at all levels are happy and purposeful, and support learning well.
- Parents and carers regularly have the opportunity to work alongside their children in school. Most of those approached during the inspection were happy with the work of the school.
- Leaders monitor teaching and learning regularly, and use the results to plan for further development. This has led to improved teaching and achievement for pupils across the academy.
- Governors hold leaders to account for pupils' achievement. They use funds carefully to ensure that pupils' learning continues to improve.
- The Academy Transformation Trust has established high expectations of the academy through policies and procedures which support continued improvement.
- Pupils in the early years make good progress because teachers accurately assess what they can already do. They set up activities indoors and outside which offer lots of opportunity for children to develop their learning together.

It is not yet an outstanding school because:

- In a few lessons, the levels of work set do not take enough account of what pupils already know, particularly the most able.
- While the academy has worked very hard to involve parents and carers in their children's learning, many more are not yet being reached and this is hindering some pupils' progress.

Information about this inspection

- Inspectors visited lessons and an assembly, and examined work in pupils’ books.
- Inspectors observed pupils’ behaviour in lessons, around the school, and at break and lunchtimes. They had formal and informal discussions with pupils and met with the academy council.
- Account was taken of 26 responses to the online questionnaire Parent View, as well as the academy’s own survey of parents’ and carers’ views. Inspectors also took account of 17 responses to staff questionnaires.
- Inspectors met with parents and carers, the Principal, other school leaders, a group of governors, and representatives of the Academy Transformation Trust (the Trust).
- Inspectors looked at academy documents, including information about pupils’ achievement, records of behaviour and attendance, records of checks on performance, the school’s self-evaluation, plans for improvement, and details relating to safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Christopher Crouch

Additional Inspector

Full report

Information about this school

- The academy is similar in size to the average primary school.
- Early years provision is part time in the Nursery and full time in the Reception class.
- The proportion of pupils who are eligible for support from the pupil premium is higher than average. The pupil premium is additional funding for those pupils known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is in line with the average.
- Most pupils are of White British heritage, and almost all pupils speak English as their first language.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The academy is part of the Academy Transformation Trust (the Trust).

What does the school need to do to improve further?

- Accelerate pupils' progress by raising the proportion of outstanding teaching through:
 - working with pupils before they are admitted to the academy to improve the levels of their skills and knowledge on entry
 - ensuring that pupils in all classes, and particularly the most able, are given work which stretches them
 - extending the opportunities for parents and carers who have not yet engaged with the academy to become involved in their children's learning.

Inspection judgements

The leadership and management are good

- The Principal and vice principal check the academy's work carefully and use the outcomes to establish priorities for improvement. These priorities are shared by staff, governors and pupils, which has led to appropriate training and improvements in teaching and achievement.
- Governors use evidence from pupils' work and achievement data to make judgements about the effectiveness of teaching and to identify areas for improvement. They manage the school's budget well to support these aspects and then check the progress made. For example, they have funded a nurture group to help pupils who have difficulties outside the academy and are at risk of falling behind in their work.
- Subject leaders have a clear understanding of the strengths and weaknesses within their subjects and how they need to improve. They set high expectations and act as role models for staff and pupils.
- Parents and carers are welcomed as partners in their children's learning. They share in assemblies and lessons which help them understand how subjects are taught. Those in class during the inspection were highly satisfied with the work of the academy. While this opportunity is offered to all parents and carers, there is still a significant proportion who are not being reached, and this is hindering their children's early progress.
- Leaders and governors ensure that all safeguarding policies are followed carefully in order to keep pupils safe. These policies meet national requirements.
- The academy works hard to eliminate any form of discrimination. Its commitment to equal opportunities is shown in the good progress made by pupils of all abilities and backgrounds and the stringent targets set by the Trust.
- The pupil premium is allocated carefully to support those who are eligible, whatever their current level of attainment. It is spent on a nurture group, one-to-one teaching, small-group support and extra staffing to enable disadvantaged pupils of all abilities to benefit from targeted teaching in class. It also subsidises visits and clubs for eligible pupils and has been effective in raising their achievement.
- The primary school sports funding has been used to provide coaches who have extended the range of sports offered and increased pupils' confidence. Staff work with the coaches to develop their skills. A high-profile coach works with pupils across a range of school activities to raise self-esteem and to help them to develop confidence and positive attitudes.
- Exciting topics combine subjects across the curriculum and help pupils to develop their reading, writing and mathematics skills very effectively. Visits and visitors help pupils to see the subjects in real-life situations.
- Leaders introduced the teaching of Latin in response to pupils' difficulties with spelling, punctuation and grammar. There was evidence during the inspection that this is having a very positive impact on pupils' understanding. Pupils showed great enjoyment in this learning.
- The development of pupils' understanding of honesty, fairness and tolerance is reflected in the strong emphasis on values within the academy. Much of what the school promotes within the curriculum prepares pupils well for life in modern Britain. Pupils take on responsibilities across the academy for helping other pupils, particularly those younger than themselves. Elections are used to find pupils to represent their classes in the academy council, and others are team captains or play leaders.
- Pupils have many opportunities for spiritual development as they reflect upon their work and their sense of value in the world. They develop a good understanding of moral challenges as they grow and mature in their social relationships.
- Pupils learn about different faiths and cultures in assemblies and in their day-to-day work. They show great respect for everyone and talk enthusiastically about the traditions of people with diverse backgrounds and celebrations, such as the Chinese New Year and Diwali.
- Relationships with other academies within the Trust have been used to help challenge teaching and planning strategies and to refine the accuracy of assessment. Some of this work with the Trust has been contributed to by the vice principal.
- **The governance of the school:**
 - Governors undertake regular training to develop their understanding of data on pupils' performance. This helps them identify strengths and weaknesses which then form the basis of development planning, carefully funded by the academy's budget.
 - Governors make sure that additional funding, such as the pupil premium, is spent on those pupils eligible for this support. They manage all finances well and check the effectiveness of spending in raising achievement.

- Governors hold staff and leaders accountable appropriately and judge staff effectiveness against pupils' achievement. They use this information to make accurate decisions about staff pay and career progression.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils work hard and persevere even when they find their work difficult. Their good behaviour and positive attitudes help them to make good progress.
- Pupils behave well in lessons and play happily together in the playground. They are polite and courteous to everyone in the academy community and are sensible as they move around the corridors.
- Pupils are good at using the many opportunities they have to cooperate and share their learning, but they are also able to work sensibly on their own.
- Meticulous records are kept of any behaviour or bullying problems and the way in which pupils are supported and nurtured towards making good progress in their work. Appropriate responses from staff in supporting pupils' needs show that most pupils, including those who are disabled and have special educational needs, make good progress.
- During the inspection there were no incidents which disrupted learning or playtime, and relationships at all levels were extremely positive and supportive. Pupils were able to challenge each other to move their learning on.
- During a mathematics lesson in Year 6, a pupil confident in her understanding of a mathematical term had the confidence to argue with five others who had a different understanding. Eventually the larger group happily accepted her case and learned from this pupil.
- Pupils explore British values and ways of life as they apply or vote for responsible roles in the academy. They enjoy taking care of younger pupils, acting as playground leaders, team captains and academy council members.
- Pupils greatly appreciate the rewards they receive for their work and behaviour, and are particularly thrilled that these are shared immediately with parents and carers through electronic links. Each pupil is valued and cared for.

Safety

- The school's work to keep pupils safe and secure is good. The school site is secure and carefully checked. All necessary checks are carried out on visitors and before appointing new staff.
- Pupils say that they feel safe because the staff care for them well. They talk about lessons and assemblies which focus on the dangers around them, for example from strangers. They understand the risks from technology, such as mobile phones and the internet. They are able to analyse situations and know how they should react in order to keep themselves and others safe.
- A very well-developed programme helps pupils to understand their rights to be safe. They explore the many risks which put young people in danger, and construct sensible responses to protect themselves.
- An online programme which immediately shares rewards and examples of pupils' working in class is managed carefully to ensure its security.
- All staff and governors are well trained so that they can protect pupils, particularly those who are vulnerable in some way.
- Attendance is in line with the average. Policies and procedures to guide staff, should they have any concerns about a pupil's attendance or welfare, are followed rigorously.

The quality of teaching

is good

- Pupils make good progress in all subjects because of the mainly good teaching and high expectations of learning and behaviour in the academy. Teachers use the tracking systems available to identify any pupil who is at risk of underachieving.
- Most teachers have a good understanding of what pupils already know and plan work at appropriate levels to challenge pupils of all abilities, particularly in reading, writing and mathematics. This is not yet consistent in all classes. While pupils across the ability range make good progress, in some classes the most able pupils are not stretched as much as they should be in order to reach the higher levels. The levels of challenge have improved and become more appropriate this school year.
- Staff have established warm and supportive relationships which help pupils to make good progress. Pupils

really appreciate the rewards they get for the achievement of their individual learning targets and that their parents and carers immediately hear about them.

- Pupils who have difficulties settling in class are given extra support through the nurture group. This is effective in teaching pupils how to improve their approaches to settling themselves.
- While pupils achieved levels below those nationally in the Year 1 phonics screening (letters and the sounds they make) in 2014, this aspect is now taught well and pupils are on course to raise their attainment. Pupils are now making good progress in using phonics, which supports their reading and spelling.
- Pupils have the opportunity to use their reading skills in researching exciting topics and then develop their writing skills in a variety of ways, for example in recounting what they have learned, writing letters or keeping diaries. They practise their mathematics skills by measuring results of science experiments and in geography map work. Visits and visitors bring their learning to life.
- Teachers use the study of Latin to help pupils to understand grammar, punctuation and spelling in English. These lessons are fun and engage all pupils actively.
- Teachers encourage parents and carers to support their children's learning. For example, parents and carers are often invited into the academy to work alongside their children. However, too few parents take up these opportunities so that the impact on raising pupils' achievement further is limited.
- Teachers ensure that pupils understand what the focus of learning will be for each lesson and how this grows out of previous learning. During lessons, staff ask probing questions in order to assess pupils' understanding, give extra support or to challenge them further.
- Staff have developed systems to ensure that disabled pupils and those who have special educational needs are supported and challenged appropriately, whether during lessons or in extra support groups.
- Teaching assistants are well trained and use their skills to make valuable contributions to the progress of all groups of pupils.
- Teachers mark pupils' work carefully, confirming what has been achieved and highlighting areas to be improved.

The achievement of pupils

is good

- Pupils join the academy with levels of skills and knowledge which are below those typical for their age.
- In the 2014 Year 1 check on skills in phonics (letters and the sounds they make), pupils' results were below average.
- Attainment at the end of Year 2 in 2014 was below expectations in reading, writing and mathematics, but the levels reached represented good progress from pupils' starting points. Evidence in data and pupils' books suggests that achievement in Years 1 and 2 is currently improving rapidly.
- The achievement of pupils in Year 6 in 2014 was not high enough in reading and mathematics, particularly for the most able pupils. The work of the current Year 6 shows rapid improvement in attainment and progress for all groups of pupils, and this reflects improvements across the whole age range.
- Disadvantaged pupils were almost in line with their peers in the academy in mathematics, two terms behind in reading, just over one term behind in writing and just over one and a half terms behind in English spelling, punctuation and grammar. They were one and a half terms behind other pupils nationally in mathematics, half a term behind in reading, one and a half terms behind in writing, and nearly three terms behind in English, spelling, punctuation and grammar. Data and pupils' books show that these gaps are closing rapidly across the academy for these pupils in all age groups.
- As pupils move through the academy, they are now learning to read confidently and with a high level of understanding. They show considerable enjoyment in their reading and share their favourite books and authors enthusiastically.
- Disabled pupils and those who have special educational needs are well supported and make good progress.
- Many of the disadvantaged pupils also have special educational needs. They make good progress in reading, writing and mathematics because of the good teaching they receive as they move through the academy.
- Pupils consistently develop the ability to reflect on their learning and to evaluate their work so that they can improve it in the next lesson.

The early years provision

is good

- The early years leader took up her post in September 2014 and has very quickly established detailed policies and high expectations of staff in the department. Appropriate training with academies across the Trust has supported improvements in teaching and provision.
- From their starting points which are well below those typical for their age, particularly in speech and language and social development, children make good progress in the early years. Staff generally have a clear understanding of what children can do and plan appropriate activities carefully. Children enjoy a good balance between learning indoors and outside, and between self-chosen and adult-led activities. Activities are invariably exciting and imaginative, and encourage children to cooperate and discuss their learning.
- Children are still at below expected levels of achievement as they prepare to start Year 1, but have made good progress from their starting points in all areas of the curriculum.
- Children develop respect for each other and learn to work confidently with others and on their own. Their good behaviour and attitudes support their progress well. They concentrate and persevere even when their work is challenging.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138540
Local authority	Walsall
Inspection number	453460

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Mrs P Hunt
Headteacher	Mrs J Westley
Date of previous school inspection	6–7 March 2013
Telephone number	01922 710357
Fax number	01922 493306
Email address	postbox@jubileeacademy.co.uk

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