

Advice note for a pre-registration inspection of an academy/free school/studio school/university technical college (UTC)

School name	Jubilee Primary School
DfE registration number	N/A
Unique reference number (URN)	1657
Inspection number	446875
Inspection dates	25 July 2014
Reporting inspector	David Scott

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Information about the inspection

This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

The Jubilee Primary School will be located on the site of a former children's residential home in Maidstone, Kent. Phase one of the minor refurbishment programme of the two-storey building is due start in late July and to be completed by the end of August. The school is due to open on 8 September 2014 and has applied to be registered to admit 420 pupils, aged from four to 11. At present, it will admit children aged four to five years in its first year. There are currently 16 children registered for enrolment in the Reception Year. At present there are no children in receipt of a statement of special educational needs or any other children who are registered for enrolment who have any significant special educational needs. The school's aim is 'Our nature is to nurture'.

Compliance with the regulations

Spiritual, moral, social and cultural development of pupils

The school is likely to meet all of the regulations, but implementation could not be seen. The school's values will be based on a faith ethos, but one that is equally open to children of all backgrounds, regardless of their faith. The school's aims are 'to foster an excitement and love for learning across all areas of the curriculum, drawing out and developing each child's individual gifts and talents'. It intends to provide an 'enriching curriculum' that will have access to woodlands, together with an emphasis on creative and performing arts.

The school intends to develop the character of every child and equip them for lifelong learning. The curriculum will be based on four key values: 'purpose, community, skilled for life and nurture'. These elements will be the drivers behind the personal, social, health education (PSHE) programme and will help children to be successful learners and confident citizens. The intended PSHE curriculum will be timetabled under the heading of 'Faith and Values'. It is intended that this will allow flexibility and 'natural overlap' between PSHE and religious education. The PSHE course is designed to enable children to have opportunities to reflect on their experiences and understand how they are developing personally and socially, 'tackling many of the spiritual, moral, social and cultural issues that are part of growing up'. This will enable them to reflect on and clarify their own values and

¹ www.legislation.gov.uk/ukpga/2008/25/section/99

attitudes and to explore and learn to tolerate the cultural traditions and beliefs of others.

The PSHE curriculum intends to help children to 'learn to understand and respect our common humanity; diversity and differences' so that they can progress to form 'effective, fulfilling relationships that are an essential part of life and learning'. The prospectus states: 'A school should not be a preparation for life. A school should be life'.

The school plans to build strong partnerships with children, parents, carers and teachers. Weekly newsletters will provide helpful ways in which parents and carers can support their children's development both in school and at home. Also, there are planned visits to places of worship, and events such as 'WOW mornings', Christmas Nativity, art and sports week are intended to provide children with opportunities to become responsible citizens.

The planned collective worship programme, across all faith and non-faith groups, has been carefully thought through to stimulate children's appreciation of the spiritual, moral, social and cultural aspects of their lives. Themes, such as 'The importance of family', 'Love your neighbour', 'Giving' and 'Respect', are also intended to provide children with the opportunity to develop their understanding of civil law and public institutions and services in England, in addition to promoting the school's values. The staff handbook gives guidance to teachers to ensure that planned lessons and activities will be free from partisan political or religious views and that, where any political issues are discussed, a balanced view is always presented.

Welfare, health and safety of pupils

Documentary evidence indicates that all the regulations are likely to be met. Policies for preventing bullying, behaviour, exclusions, safeguarding and promoting the welfare of pupils, safeguarding and promoting health and safety while on activities outside school, and safer recruitment, have been prepared in accordance with requirements. The school's behaviour policy aims to ensure that staff will be good role models and demonstrate the behaviour they expect children to emulate. The behaviour policy also contains very clear expectations as to what children are required to do, and there is an appropriate range of rewards and consequences designed to set boundaries that will promote good behaviour.

The headteacher and the lead teacher have been trained in safer recruitment and child protection. Two members of staff to date have been trained in paediatric first aid. For those members of staff and governors still to be appointed, dates have been identified, and a specialist qualified trainer has been firmly booked to provide the required training in child protection and safeguarding procedures for all staff before the school opens, so that requirements are likely to be met.

Suitable health and safety policies and risk assessments have been completed, and a visit from a fire safety consultant has already taken place, so that requirements for

fire safety are likely to be met. Admission and attendance registers will be maintained electronically and their formats meet requirements. The school's accessibility policy gives details of the three-year accessibility plan and details arrangements to review and improve access for disabled pupils.

Suitability of staff, supply staff, and proprietors

All the required vetting checks on all appointed staff and members of the governing body to date are recorded in a single central record which meets requirements. Should the need arise to employ agency staff, the school has appropriate procedures to conduct the required checks, although their implementation could not be seen.

Premises of and accommodation at the school

A tour of the site was not possible. Scrutiny of the architect's plans confirms that phase one of the refurbishment programme is likely to meet the regulations in readiness for opening in September. This will involve converting part of the ground floor to accommodate two reception classrooms, adequate for the numbers projected. There are a suitable number of washrooms available with safely regulated hot water, including two designated for disabled users. Heating, ventilation, lighting and fire safety systems are likely to meet requirements. A labelled supply of drinking water will be accessible to children. The equality policy details arrangements for disabled children to be admitted to the school. A medical room is located on the ground floor, complete with shower and hand basin, with washrooms adjacent. It is intended that the outside area will be suitably landscaped, including a canopied area for children to enjoy their learning and recreation.

Phase two of the refurbishment programme is due to commence in January 2015, when the first floor will be prepared for future year groups, together with the installation of a lift.

Provision of information

The provision meets all regulations.

Manner in which complaints are to be handled

The provision meets all regulations.

Recommendation to the Department for Education

Registration

- **YES. This school is likely to meet all regulations when it opens and is recommended for registration.**

Recommended number of day pupils: 420

Recommended number of boarders: 0

Recommended age range: 4–11

Recommended gender of pupils: Mixed

Recommended type of special educational needs: N/A.