



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Jubilee Park Primary School

**Jubilee Way
Rogerstone
Newport
NP10 9NL**

Date of inspection: October 2022

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Jubilee Park Primary School

Name of provider	Jubilee Park Primary School
Local authority	Newport City Council
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	357
Pupils of statutory school age	262
Number in nursery classes	48
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in the Primary sector is 23.0%)	10.5%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the Primary sector is 16.1%)	18.7%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	5.3%
Date of headteacher appointment	September 2017
Date of previous Estyn inspection (if applicable)	N/A
Start date of inspection	17/10/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection. Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Since its opening five years ago, senior leaders have placed professional learning and effective engagement with research at the heart of the work of this new school. Over this time, leaders have developed a tangible culture of learning across the school community, including staff, pupils, governors and parents. Staff at all levels work very effectively with staff in other local schools and across Wales.

The strong culture of collaboration drives ongoing improvements to the curriculum, teaching and learning, as staff constantly reflect on and refine their professional practice. This is evident in the school's bespoke, agile curriculum, that is responsive to pupils' needs and the outcomes of monitoring and evaluations of pupils' achievements. For example, leaders have identified a need to work to develop pupils' attitudes to racism, and developed the opportunities for pupils to play purposefully. As a result, high-quality classroom practice supports pupils of all abilities to immerse themselves in engaging, interesting learning activities. Pupils understand what they are learning, and why. Their engagement, perseverance and positive attitudes to learning support them all to make extremely strong progress from their starting points.

The purpose-built learning environment supports pupils' learning very well. For example, pupils of all ages use the central learning Hwb to enhance their learning activities in a mature and sensible way. Across the school, a culture of promoting reading and quality literature supports the development of pupils' literacy skills extremely well. Teachers support pupils to develop very strong and worthwhile digital and numeracy skills.

The inclusive nature of the school is evident across its work. For example, in the Learning Resource Base (LRB), pupils with specific needs receive support to access a curriculum that addresses their needs well. Where appropriate, they integrate with their peers in mainstream school, for example to attend a residential experience. Overall, adults care for their pupils across the school as individuals, developing their resilience alongside providing nurture and additional support wherever appropriate. As a result, nearly all pupils leave the school extremely well prepared for the next stage of their education and the challenges of life.

Recommendations

R1 The school should continue its improvement journey. There are no specific recommendations relating to this inspection.

What happens next

Estyn will invite the school to prepare a case study on its work in relation to creating a culture of professional learning, and developing and anti-racism curriculum, for dissemination on Estyn's website.

Main evaluation

Learning

Most pupils join the school with skills above those normally found. Most make strong and steady progress over their time at the school and leave well-equipped for the next stage of their education. Pupils who are eligible for free school meals make progress that is at least as good as their peers, and others whose circumstances might make them vulnerable to underachievement often make rapid progress from their individual starting points. Pupils who learn English as an additional language generally make rapid progress over time.

Nearly all pupils in the Learning Resource Base (LRB) make strong progress from their various starting points. This includes progress in communication and numeracy but also in their social, creative and physical skills.

Most pupils, including those in the LRB, make strong and worthwhile progress in developing their oracy and communication skills. For example, many pupils in the nursery class speak confidently to friends and listen well to instructions from adults. In Year 6 pupils speak with enthusiasm and understanding about their tasks. They provide good examples to reinforce their points, for instance when they explain that advertisements use persuasive vocabulary such as adverbs.

Most pupils across the school develop their reading skills effectively and show a passion and enthusiasm for books and stories. In Year 2 many pupils read simple texts confidently taking good account of the punctuation. Older pupils build on this progress and develop a range of strategies to become fluent independent readers. For example, pupils in Year 4 speak with enjoyment about selecting books they like to read from the school library. By Year 6 most pupils have a good understanding of literary techniques they encounter, such as rhetorical questions and emotive language.

From a young age, most pupils show enthusiasm for writing when experimenting with mark making. In the reception class pupils develop their confidence in writing key words and apply their knowledge of letter sounds to write unfamiliar words successfully. Older pupils apply their writing skills well in a range of contexts across the curriculum. For example, in Year 4, pupils write letters to persuade the head teacher to abolish class bubbles after the height of the pandemic. Many Year 6 pupils engage the reader very well with their writing, for example when they explain that their emotions 'washed over' them, or describe a character's eyes as 'fixed'.

Across the school, most pupils have positive attitudes towards learning Welsh, and this contributes to the strong progress that they make in learning the Welsh language.

Many younger pupils respond well to basic instructions in Welsh. They ask and answer straightforward questions about who they are and where they live. By Year 6 many pupils express their opinions about their likes and dislikes confidently, extending their answers by giving a reason or adding further detail. Most pupils in the LRB enjoy participating in Welsh songs.

By Year 2, many pupils recognise familiar Welsh words in books and in the classroom environment. Many older pupils read familiar Welsh texts with appropriate pronunciation and understanding. By Year 6, many pupils write in Welsh for an appropriate range of purposes using the vocabulary and sentence patterns they have learnt. For example, they write simple dialogues, or a review of a familiar book.

Most pupils across the school make strong progress in developing their mathematical skills and applying them to other situations and contexts. They develop a strong understanding of number facts and relationships, for example they link multiplication with division, and many have rapid mental recall of appropriate number facts. Most pupils handle data well and develop a sound understanding of shape, space and measures.

In the younger classes, pupils use tactile resources appropriately to support them, for example in counting out conkers or making patterns from natural materials. In older classes, many pupils use their mental skills progressively well to support their understanding of more difficult mathematical concepts, and to support their reasoning. Many are adept at manipulating mathematical facts. For example, younger pupils estimate how many of various body parts there are in their house and their class, and older pupils think about which mathematical skill or operation to use to support them in working out the relative positioning of planets.

Nearly all pupils from a young age, are familiar with taking an inquiry-based approach towards problem solving. For example, reception pupils investigate whether larger pumpkins contain more seeds. They make predictions about how many seeds each pumpkin will contain and then decide on the best way to count them, for instance, in lines, or groups.

Nearly all pupils develop strong skills in creative thinking. For example, younger pupils search for sticks in the school garden and think imaginatively about what they could represent, before creating their own designs.

Most pupils demonstrate a wide range of effective digital skills that supports their learning across the curriculum well.

They build these skills progressively as they move through the school. For instance, pupils in Year 2 independently create block graphs to reflect the number and types of minibeasts they find in the school grounds. In Year 4, most develop imaginative presentations combining words and pictures to recall their experiences when visiting Cardiff castle.

Pupils' coding skills are particularly strong. For example, most pupils in Year 3 write code to create simple interactive games and pupils in Year 5 program the movement of toy robots around a maze. By Year 6, most pupils combine a range of skills to use a professional programming language to send radio signals between small electronic devices and to navigate 'moon roamers' across a lunar landscape to investigate signs of alien life.

Well-being and attitudes to learning

The standard of pupils' well-being is a strength of the school. Nearly all pupils take great pride in their school and feel secure within its inclusive ethos. They are polite and treat their peers, staff, and visitors with respect. Most work and play together happily.

There are very strong and purposeful working relationships between adults and pupils. Pupils know where to turn to for support and guidance. Nearly all pupils in the LRB respond well to the high level of care provided for them by staff. Most pupils behave exceptionally well within the different learning environments, such as the Hwb, their classroom and the outdoor areas, and when moving from one area of the school to another. Most respond quickly and positively to instructions from staff when they need to change activity.

Most pupils demonstrate care and support for one another. Pupils with particular interest and passions take their role very seriously in the many leadership groups. This includes pupils from the LRB. Most develop key interpersonal and leadership skills successfully. For example, the 'Team 9' group has listened to, and acted upon, the views of other pupils by helping leaders refine the whole school approach to emotional and mental well-being.

Nearly all pupils understand the purpose of rules and rewards in school. They demonstrate a sense of justice and care for their school and local community and use their voice proactively to promote issues that they care about. A positive example of this is the work to develop other pupils' understanding of racism and how to address it.

Across the school, most pupils have developed a deep understanding of their rights and responsibilities. Nearly all pupils have a very good understanding of the importance of fairness, equality, and sustainability. A good example of this is the work of the school and Eco-committee in promoting sustainability and working towards and achieving national accreditation for their environmental work.

From an early age, most pupils develop extremely positive attitudes to learning and develop strong independent learning skills. They engage well with the breadth of experiences on offer. Most pupils across the school sustain concentration for extended periods and manage any distraction well. Most engage very confidently in conversations about their learning and progress. They enjoy making decisions to help them to work independently. For example, they select and return the resources they decide to use, and choose how to present their learning in their topic books or learning journals. They show pride in their work and respond diligently to teachers' verbal and written feedback, which helps them to improve. Many learners show exceptional resilience in their work, and they strive to do their best.

Nearly all pupils feel safe at the school and are confident that staff support them to deal effectively with any issues that arise. They understand how to stay safe online and the importance of not sharing personal information.

Most pupils are aware of the importance of making healthy choices and how to keep themselves healthy. For example, they bring fruit to school for their break time snack.

Many pupils take advantage of worthwhile opportunities to develop their physical and co-ordination skills well, through timetabled physical education lessons and outdoor learning activities. Nearly all pupils benefit from using the school's range of play and exercise equipment, which helps them to keep fit and enjoy being active.

Attendance at the school is good. Pupils are attending school more regularly this year compared to last year, when the COVID-19 pandemic had a negative impact nationally on school attendance.

Teaching and learning experiences

The school's unique and bespoke curriculum matches pupils' needs well. It encompasses everything that happens in school, both in mainstream and in the resource base, and is driven by high quality professional learning and enquiry. It provides the flexibility to adapt the teaching to events and the outcomes of monitoring. The provision ensures that, as pupils move through the school, they acquire, rehearse and develop the skills they need to make at least the progress they should.

Teachers across the mainstream classes and in the LRB take time to plan pupils' learning carefully and in depth, based on pupils' interests in their class. They think about the skills and knowledge they want their pupils to learn and why these are important. An integral part of their planning is to devise thought-provoking questions for the pupils to consider and incorporate the questions that pupils themselves ask.

Teachers provide a well-selected balance of exciting and purposeful learning experiences. Across the school, the pace of learning is adjusted particularly well to meet pupils' needs, accelerated where appropriate but not rushed. Sequences of carefully planned lessons ensure that the basics are taught well and embedded thoroughly. This learning is complemented by worthwhile, engaging enrichment days. For example, a science, technology, engineering and maths (STEM) enrichment day provided older pupils with the time and provision to explore coding and communication in depth using technical software, without worrying about the constraints of a timetable. This allowed the pupils to think about the purpose and application of the task, build the product following instructions, test the product and send messages to each other successfully.

There are worthwhile opportunities for pupils to use and apply the skills that they learn, for example in discrete English and mathematics lessons. These learning activities reflect topics that are important and relevant to the pupils and those stemming from the school's reflections and evaluation. For instance, when staff realised that too many pupils were unhappy with their own body image, they devised a topic to find out about inspirational people and supported pupils to investigate and research the source and impact of their inspiration.

Teachers incorporate an extensive range of high-quality children's literature into their planning. Interesting, stimulating fiction and non-fiction books matched to the class themes are highly visible in classrooms. These are complemented by individual reading books and group reading sets that capture pupils' interests and enthusiasm, develop their reading and wider literacy skills and promote a love of literature.

There are clear, helpful plans for pupils to develop their skills in learning the Welsh language. Staff make good use of Welsh speakers in the community to support pupils, for example rehearsing language patterns with younger pupils. In the older classes, teachers plan support for pupils to consolidate their skills by reading and writing straightforward Welsh text.

Teachers and teaching assistants across the school are highly skilled at questioning as an integral part of their daily classroom practice. They know when to hold back and provide the space for thinking and learning, and when to intervene. For example, in the nursery, practitioners ask a probing question, but then provide plenty of time for the child to think and formulate their response. These practitioners ensure that the learning environment is exciting and thoroughly engaging, without overwhelming the youngest pupils too early in the school year. Staff in the LRB similarly provide a range of stimulating experiences that are carefully managed to meet their pupils' needs well, for example regular music therapy sessions. These pupils have access to the mainstream provision where it is appropriate, for example they enjoy the sessions that take advantage of the extensive outdoor provision.

Adults know their pupils well and support and challenge each pupil as an individual, both in mainstream classes and in the LRB. This means that teachers match tasks to pupils' needs, often through subtle adjustments to the whole class task, rather than setting something different. Staff manage pupils' behaviour well. The classrooms and breakout rooms, learning hwb and outdoor areas are ordered, stimulating and exciting places to learn.

Across the school, high quality classroom practice and feedback supports pupils' good progress. Staff and children share a language of learning, that supports in-depth conversations about how pupils learn most effectively and what they need to do to improve. Regular pupil progress meetings support teachers and leaders to ensure that every pupil makes at least the progress they should. In addition, from Year 3, pupil learning reviews help pupils to work with their teachers to determine their learning capacities and next steps. Staff in the LRB track their pupils' progress carefully using detailed observational records. They use the information well to plan next steps in pupils' learning.

Work to develop the curriculum further is ongoing, and everyone recognises that the responsive process is more important than a finished product. For example, recent evaluations of the school's work, the Black Lives Matters movement, and pupils' own interests have led the school to reconsider their curriculum approach to anti-racism. This has resulted in a heightened awareness of celebrating diversity and promoting inclusion.

Care, support and guidance

Care support and guidance is a clear strength of the school. All staff develop warm and caring relationships with pupils and know them very well. For example, in the LRB, staff have exceptionally strong relationships with pupils. They are positive role models and provide pupils with a nurturing environment that supports their learning and wellbeing very effectively.

Provision for supporting pupils' emotional well-being is highly effective. Leaders have developed a bespoke wellbeing strategy that underpins the caring and nurturing culture of the school very successfully. They monitor and evaluate pupils' well-being robustly. For example, recently, staff have identified a need to use more play, such as 'board game breaks', to develop and sustain pupils' concentration in lessons. Carefully tailored support ensures that the wellbeing of individual pupils is of central focus to the school's work. This ensures that provision is highly responsive and has a very positive impact on pupils' well-being.

The high-quality provision for pupils with additional learning needs meets their individual needs successfully. The school has robust systems for the early identification of pupils with additional learning needs (ALN), which ensures that they receive support in a timely manner. The LRB is a calm, nurturing environment that is successful in supporting pupils' individual needs. All pupils with ALN, including those in the LRB, have useful individual profiles that include measurable targets. These are effective in helping to move pupils learning forward.

The school offers an extensive programme of individualised high-quality interventions for pupils to support their well-being, literacy and numeracy skills when needed. These pupils' progress is tracked carefully to ensure that the intervention meets their needs. Most pupils supported through these programmes make strong progress, with a minority making very strong progress.

The school provides effective provision to promote healthy lifestyles, including through highly engaging activities. For example, during well-being week, pupils make fresh fruit smoothies with a food processor powered by pedalling a bicycle. Across the school, pupils are encouraged to try a range of healthy foods. For example, pupils in the reception class make and eat pumpkin soup from pumpkins grown in the garden.

Nearly all pupils over time engage enthusiastically with a wide range of extra-curricular activities provided for them, such as board games, yoga and gardening clubs. They also enjoy school trips, including residential trips, and taking part in school performances. The school supports pupils to engage actively with the arts, for example through drama, art and craft and choir. Further opportunities to experience the arts include a theatre workshop where Year 6 pupils create a production that they perform at the Welsh Playhouse Project.

Provision for supporting pupils' spiritual, moral, social and cultural development is highly effective. The school promotes its core values of kindness, honesty and respect exceptionally well. For example, older pupils make and sell tote bags to raise money for local refugees after learning about the difficulties they face. Thoughtful provision supports pupils' understanding of equality and diversity across the school and throughout the curriculum. For example, following work with Show Racism the Red Card, pupils are more confident in the language they use to discuss equality and diversity and have a deeper understanding of its importance.

The school provides ample opportunities for pupils to join leadership groups including the school council, healthy schools, and digital leaders. Many pupils with ALN, including those from the LRB, are represented on these groups. This provision supports pupils to take on responsibilities and contribute to the school's culture

effectively. For example, pupils promote the Welsh language and improve outdoor provision for physical activity at playtimes.

The school provides very well-considered opportunities for pupils to develop their aspirations and life skills. It has considered the local labour market for the region and mapped out beneficial experiences linked to this. For example, younger pupils visit a local garden centre and café before developing their own role-play shop and opening for 'customers'. This supports their skill development across the curriculum well.

The culture of safeguarding is strong, and everyone understands their role and responsibility in keeping pupils safe. Processes to keep the most vulnerable learners safe are robust. The school has developed comprehensive record keeping procedures that support leaders to monitor any incidents. Teachers and leaders use this information well to inform their curriculum. For example, a very few incidents of racial name calling led to discussions with pupils, resulting in work to promote racial equality and harmony.

Leadership and management

Senior leaders have worked highly effectively with staff and governors to establish a vision for the school based around impactful professional learning and effective engagement with research. This underpins and permeates all the school's work and directly results in improved outcomes for pupils.

Senior leaders model high expectations. They demonstrate the personal attributes of self-reflection, openness and honesty that encourage all staff to work together, and with other schools, to consider the effectiveness of their professional practice and seek ways to improve further. This embedded culture of self-reflection extends to pupils who, from an early age, begin to develop an ability to consider how well they are learning, to learn from mistakes and to identify their next steps.

From the school's inception, the headteacher and deputy have recognised the need to adapt and improve the school's provision as the school community changes. To enable this, leaders work collaboratively with staff to review and refine the school's systems and processes. For example, the school's imaginative and engaging curriculum continues to evolve as the school and its community grows and develops. Most recently, they have identified a need to include play as an integral part of the provision.

Staff at all levels have a good understanding of their individual responsibilities, their role in contributing to school improvement and delivering the whole school vision. Their ability to work collaboratively and flexibly to support the work of colleagues and the development of the school's provision is notable. In particular, they use the expertise they gain through reading and research highly effectively to support colleagues to consider and improve their professional classroom practice. Leaders deploy resources carefully to support the school's planned improvements. For example, since the school was first established, leaders arranged remuneration for teaching assistants to attend weekly professional learning sessions. Similarly, leaders ensure dedicated time each week for teachers to engage with research. These measures ensure that all staff see themselves as crucial to the success of school improvement activity.

As a result of the school's strong culture of self-reflection and its effective monitoring, evaluation and review cycle, leaders, staff and governors have an accurate and in-depth knowledge of the school's strengths and areas for improvement. A wide range of stakeholders help to inform the school's self-evaluation. A notable strength is the way that it engages pupils to review the effectiveness of key elements of its work, such as the quality of teaching and learning. For example, by taking part in learning walks and 'listening to learners' activities, pupils in the Criw Cymraeg group help senior leaders to understand pupils' views on standards of Welsh and how they can be improved. The school's improvement priorities link clearly to its self-evaluation findings and the local, national and international context.

The school's priorities are often driven by a strong moral purpose. For instance, it recognises its role in developing the teachers and school leaders of the future and supporting the education system across the cluster and Wales as a whole. Previous school improvement priorities have resulted in tangible improvements in outcomes for pupils. For example, through self-reflection activities, staff recognised a need to improve the quality of teaching of mathematics to ensure more authentic application across curriculum areas and to align with the school's vision for curriculum delivery. The appointment of an additional leader with specific skills in the teaching of numeracy, alongside the school's engagement with professional learning and research, led to significant improvements in the quality of mathematics teaching. As a result, teachers now plan creative activities that motivate and engage pupils whilst ensuring the effective development of numeracy skills.

Senior leaders work carefully with governors to oversee the school's finances and spending. The school has accrued a significant budget surplus over the last two years. Leaders have appropriate plans in place to reduce this, for example by delivering elements of the curriculum through increasing community engagement. The school uses grant funding highly effectively to support professional learning. Leaders allocate the pupil development grant suitably to support the needs of vulnerable pupils and those impacted by the effects of deprivation.

The governing body has a strong understanding of the work of the school, its strengths and areas for improvement. Governors have played an important role in developing a vision for the school and ensuring its realisation through decisions around resourcing. Regular engagement with leaders, staff and pupils provides governors with the knowledge they need to challenge and support the work of the school. For instance, they take part in annual 'governor development days' where they visit classes and observe first-hand the work of the school. In addition, termly full governing body meetings that focus on teaching and learning and include inputs from teachers and pupil voice groups, such as the 'Team 9' pupil leadership group, ensure that governors have a firm grip on developments at the school. Governors work successfully to support the well-being of pupils and staff. They ensure an effective culture of safeguarding in the school and worthwhile provision to support positive habits of healthy eating, drinking and exercise.

The school supports a wide range of professional learning opportunities for staff at all levels. Leaders provide time for teachers to engage with 'personal passion projects' that allow them to address specific issues affecting the pupils in their class. For example, teachers in the youngest classes identified that pupils were struggling to collaborate effectively following their return to school after periods of lockdown. As a

result, they accessed research around team building for young pupils, altered their provision and noted significant improvements in pupils' ability to co-operate and collaborate.

The school has a strong partnership with Cardiff Metropolitan University to ensure that initial teacher education (ITE) students receive well-structured support from school-based mentors. The school considers the effectiveness of its approach and adapts to make improvements wherever appropriate.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 19/12/2022