

Inspection of Jubilee Academy Mossley

Tintern Crescent, Bloxwich, Walsall, West Midlands WS3 2SQ

Inspection dates: 24 and 25 September 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The principal of this school is Kate Benton. This school is part of Academy Transformation Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir Nick Weller, and overseen by a board of trustees, chaired by Pat Beanland.

What is it like to attend this school?

Pupils enjoy their learning across a wide range of subjects at Jubilee Academy Mossley. Staff quickly forge strong relationships with pupils, and children get off to a good start in the early years. Staff care effectively for pupils' well-being and help them with their mental and physical health. Pupils know who to turn to if they have a problem. This helps them to feel safe.

The school has high expectations for pupils' behaviour. Staff apply these expectations consistently, and the school is a calm and purposeful place for pupils to learn. Pupils behave well in class. They get along together and treat each other and adults with respect. Pupils want to be in school and attend well.

There are high expectations for what all pupils can achieve. Learning builds on what pupils already know. Pupils see themselves as experts in the different subjects – as scientists or historians, for instance - and learn well. Trips, including residential visits, help to enrich the curriculum.

Older pupils have the opportunity to stand for election as house captains. They discover more about democracy and how to take responsibility. Pupils, including those who are disadvantaged, benefit from taking part in a good range of clubs after school.

What does the school do well and what does it need to do better?

In 2023, published outcomes in some areas were low. Since then, the school has better identified the gaps in pupils' knowledge. The school, supported by the trust, has trained staff well to help pupils to catch up faster. Staff have worked with families to make sure that pupils come to school ready to learn. As a result, pupils learn the detailed knowledge they need to progress successfully through the curriculum.

Reading is a priority. The school has taken important steps to raise its profile. For example, on a Thursday morning, the school welcomes over half the parents to hear their children read. Pupils follow a structured phonics programme from the start of the Reception Year. Pupils learn sounds and letters in a logical order. Staff use the programme's resources in a consistent way. The school makes sure that pupils read frequently to an adult. Staff check on what each pupil knows and can do. Pupils who find reading more difficult are supported well to keep up with the pace of the phonics programme. Books for younger pupils are carefully matched to their phonics knowledge. Older pupils learn the different skills that make up reading. Across the school, pupils enjoy reading and appreciate the new books that the school has bought.

From Reception onwards, staff develop pupils' spoken language effectively. Teachers plan the day-to-day learning for pupils so that they meet the longer-term learning aims. This makes sure that pupils build up their learning over time. The school has strengthened this aspect of its work significantly over the past year, thereby improving pupils' outcomes. For example, in mathematics, they use their times tables to do work on common multiples. In physical education (PE), pupils learn different kinds of pass before using these to attack

and defend in team games. The school identifies the key vocabulary for the pupils to learn, which helps them to remember the important knowledge.

In general, staff check on pupils' learning successfully. They use this information to help fill any gaps in pupils' learning and to improve their teaching. Pupils learn, from an early age, how to correct their work. In class, however, some misconceptions are not spotted as quickly as they might be.

The school is ambitious for pupils with special educational needs and/or disabilities (SEND). These pupils rightly follow the full curriculum. The school works well with families and accurately identifies pupils' learning needs. It provides guidance that ensures that these needs are met and pupils with SEND make good progress through the curriculum.

The school has recently introduced new and ambitious classroom expectations for pupils' behaviour, 'Jubilee STARS'. These expectations are clear, and pupils already know them well. As a result, disruption to learning is rare. The school provides effective support for those pupils who need extra help with their behaviour. Children in Reception settle quickly.

Pupils follow a valuable programme of personal, social and health education (PSHE). This teaches pupils about healthy relationships and how to treat others. Pupils recognise that everyone is different and value this diversity.

The trust has supported the school well. Its training programmes enable staff, including teachers new to the profession, to develop their skills rapidly and grow in professional confidence. Staff check, evaluate and adapt effectively how well pupils are learning the curriculum. Staff believe that leaders take their views into consideration and are mindful of their workload. The school has recently adopted some new record-keeping systems for reading interventions and for behaviour, but it is currently hard for staff to draw information together and see patterns over time.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In class, pupils' misconceptions are sometimes not identified promptly enough. As a result, pupils repeat errors or struggle with the next step. The trust should ensure that the school checks pupils' work consistently and carefully so that pupils can put it right at the earliest opportunity.
- The school has adopted new record-keeping systems. These systems are not yet embedded, which means that the information they hold cannot be used quickly and easily to make the best provision for pupils. The trust should make sure that these

systems are fully implemented so that the school has ready access to information and analysis.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138540
Local authority	Walsall
Inspection number	10343980
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	Board of trustees
Chair of trust	Pat Beanland OBE
CEO of the trust	Sir Nick Weller
Principal	Kate Benton
Website	www.jubilee.attrust.org.uk
Date of previous inspection	19 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club.
- The school does not make use of any alternative provision.
- The school does not have any children under the age of four on its roll.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, other senior leaders and with curriculum leaders. They also spoke with staff about their experience of the school.
- The lead inspector met with the CEO of the trust, other trust officers, the chair and vice chair of the trust, and the chair of the local governing board. Some of these individuals joined remotely.
- The inspectors spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of documents. These included the school's self-evaluation, information about pupils' behaviour and attendance, and the school's curriculum.
- The inspectors took account of responses to Ofsted Parent View and the free-text comments. An inspector met with parents at the start of the second day of the inspection.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history, and PE. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work. Inspectors also looked at pupils' work from some other subjects.
- The lead inspector listened to a number of pupils from Years 1, 2 and 3 reading to a familiar adult.

Inspection team

Martin Spoor, lead inspector	Ofsted Inspector
Rachel Perks	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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