

Jubilee Primary School

Address: Gatland Lane, Maidstone, Kent, ME16 8PF

Unique reference number (URN): 141025

Inspection report: 31 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils across the school achieve consistently well. Often from low starting points, pupils make substantial progress in their learning during their time at school. Published outcomes at key stage 2 are particularly positive. Disadvantaged pupils achieve highly. Pupils at the earlier stages of their education also achieve well.

Pupils' work in books is of a high standard. It demonstrates that pupils make secure progress through the planned curriculum. Across the school, staff monitor pupils' progress in line with the school's systems. This ensures that gaps in pupils' knowledge or skills are identified and addressed. Pupils develop secure skills in reading, writing and mathematics that enable them to access the curriculum with increasing independence. Pupils speak about their work confidently and enthusiastically. The school ensures that they are well prepared at each step for the next stage of their education.

Inclusion

Strong standard ●

Leaders have established a highly inclusive school culture. Robust systems and effective processes ensure that pupils' needs are assessed accurately and at the earliest opportunity. These systems and processes are well embedded. They underpin the school's approach and are clearly understood by staff, who use them well. Leaders ensure that staff are suitably trained to identify and reduce or remove any barriers to learning. They have the knowledge and expertise necessary to understand and meet pupils' special educational needs and/or disabilities.

Leaders work effectively with wider agencies to strengthen the support they provide for pupils. Leaders maintain rigorous oversight of the school's provision for pupils who need additional support. Staff adapt their approaches and are responsive to pupils' changing needs. Adaptations for individual pupils are evident and support them to access learning as independently as possible. Leaders work closely with parents and carers to secure a collaborative and well-informed approach.

Leaders have detailed knowledge of the challenges that disadvantaged pupils in their school are likely to face. They use evidence and research to inform how additional funding is used. Alternative provision is used appropriately to support pupils' needs. The school is an inclusive community for all pupils, staff and families. It enables pupils to achieve and thrive.

Personal development and wellbeing

Strong standard ●

The school's comprehensive and well-planned personal, social and health education curriculum and personal development programme are embedded across the school. Pupils develop secure knowledge of this curriculum. They know how this helps them make the right decisions online and in the community. Pupils learn how to treat others as they would like to be treated. Pupils know about fundamental British values, such as democracy and mutual respect.

All pupils participate in the school's 'Jubilee University' and the 'Duke Awards' programme. These programmes challenge pupils to practise new skills at home and in school. As a result, pupils learn new life skills for different situations that support them to be prepared for life beyond school. The school provides pupils with a wide range of enrichment clubs and activities. Clubs include gardening, first aid, table tennis and cartoon drawing. Leaders track participation and support all pupils to attend. These clubs provide pupils with a broad range of opportunities to widen their horizons and develop their talents, skills and interests beyond the taught curriculum.

Pupils know how to keep themselves healthy and look after their wellbeing. For example, they learn about reducing screen time, staying active and spending time with friends. Pupils talk confidently about how they could access the school's robust pastoral support. For instance, pupils know how to use worry boxes or speak to a trusted member of staff. Pupils are proud of the many roles they hold and know that pupil voice is important in the school. They develop a sense of responsibility and become increasingly confident. Pupils cooperate very well with each other throughout the school day. School trips deepen pupils' knowledge and cultural understanding. The personal development programme enables pupils, especially those who are disadvantaged, to be very well prepared for their next steps and life in modern Britain.

Expected standard

Attendance and behaviour

Expected standard 

Leaders' determined work with pupils and their families secures positive rates of attendance that are broadly in line with the national average. The school prioritises attendance for all pupils. Leaders analyse information in detail for groups and individuals. This ensures that they can take timely and appropriate action to improve attendance. Leaders should continue with their work to improve attendance for specific groups they have identified. Leaders are well informed about local and national best practice. They work with parents and carers to identify barriers to attendance and provide solutions. Leaders are supportive of families but will challenge when this is appropriate.

Pupils happily enter school each day and are greeted warmly by leaders. Staff and pupils know and understand the school's behaviour approach. There are high expectations for behaviour across the school, and pupils live up to them. This ensures that classrooms are calm and purposeful. Pupils are eager to learn new knowledge. They talk about the school being a place of friends and of trusting relationships with staff. Pupils who need additional help are well supported, for example through access to safe spaces. Pupils learn how to manage their own behaviour and emotions. Bullying is rare and dealt with swiftly if it does occur. Pupils know the routines and follow these impeccably from Reception class onwards.

Curriculum and teaching

Expected standard 

Leaders have high aspirations for all their pupils. Pupils benefit from an ambitious and broad curriculum. Leaders ensure that teachers have an understanding of effective teaching. They

are supported to provide the best possible curriculum and teaching. In most lessons they use this knowledge to support pupils to learn well across the curriculum.

In most classes, teaching supports pupils to develop an understanding of the subject and to progress well through the planned curriculum. Teachers commonly make careful checks on pupils' learning. Generally, teachers take care to design learning that builds on what pupils already know and can do. This means that, typically, pupils are supported to make links in their learning and connect new knowledge to what they have previously been taught. In lessons where this is not the case, some pupils do not secure the key knowledge as quickly as they could.

Teachers generally ensure that adaptations and resources are well matched so that they support pupils to overcome their individual barriers to learning. Staff support pupils to develop their communication, language and number skills. Pupils who struggle to secure these skills are provided with additional support to close any gaps.

Early years

Expected standard 

Leaders prioritise children having an effective start in life through a successful start in their education. Leaders have strengthened the early years provision. These changes are having a positive impact but are not yet fully embedded. Staff know the children well. They work effectively with parents and carers, previous settings and other professionals. Children in the early years benefit from a carefully considered curriculum. This helps them to develop the skills and knowledge they need. High-quality interactions between pupils and staff help to develop children's vocabulary. Staff model language and encourage conversation. They model skills such as turn-taking. The teaching of reading starts as soon as children join the school. Opportunities are provided so that children can build their knowledge and physical skills. This supports them to make a secure start to learning to read and write.

Children in early years are happy. They play and learn well together. Children become confident and articulate. They learn to share and interact well with each other. Staff plan deliberate opportunities for children to practise their reading, writing and mathematical skills within the learning environment. This helps most children gain confidence and become more independent in their learning. By the end of their time in the early years, most children are ready to progress successfully into Year 1.

Leadership and governance

Expected standard 

Leaders act in the best interests of all pupils. They are passionate about providing the best educational offer that they can. Leaders know the school context very well. They regularly review and evaluate the effectiveness of their work. Decisions or changes they make are made with pupils' best interests at heart. Leaders' actions to improve the school focus on how to ensure pupils achieve the very best outcomes they can from their starting points. Leaders have worked with staff to further develop greater consistency and improve teaching across the school. Continuing to embed consistency remains a priority. Staff speak positively about leaders' support for their wellbeing, workload and professional development. They describe leaders as approachable and say that there is an open-door culture. This supports a positive staff culture. They benefit from the school's positive culture of professional

development. Leaders develop positive and constructive relationships with parents and carers.

Trustees bring a range of experience and expertise that supports leaders' work. They are very knowledgeable and passionate about their roles and in their work to support the school to improve and develop. Trustees receive effective training for their governance role. They monitor the school effectively, for example through visits to school to meet with pupils and staff. There is a collaborative approach across leadership and governance that spreads across the whole school. They have detailed knowledge of the school community. This enables them to provide a high level of support and challenge while remaining very mindful of staff wellbeing and workload.

What it's like to be a pupil at this school

Pupils are proud to be part of their caring school and enjoy attending. Friendly leaders and staff who know the pupils well welcome them into school each day. Pupils feel a deep sense of belonging in this highly inclusive school. Relationships are warm and respectful. Bullying is rare and dealt with promptly if it does happen. Pupils know there is always someone they can speak to if they have concerns. This helps them feel safe at school.

Pupils achieve very well in the end of key stage 2 tests. They enjoy learning, and the school celebrates their achievements. Pupils benefit from a carefully considered, broad and enriching curriculum. This is generally well taught and equips pupils with the knowledge and skills to thrive. The school's inclusive culture and practice ensure that pupils with special educational needs and/or disabilities and disadvantaged pupils are included in all aspects of school life. There is a range of exciting opportunities available to pupils. These include trips and activities that enhance the curriculum and develop pupils' talents and interests.

Behaviour across the school is calm and purposeful. Pupils build and demonstrate confidence, independence and teamwork during their time at school. Social times are a celebration of collaboration where pupils demonstrate the school's values. The singing assembly is an uplifting and harmonious weekly event with pupils and staff engaging with joy and positivity.

Pupils actively contribute to the work of the school. They support others and take immense pride in their responsibilities, for example, as junior leaders and play leaders. Pupils are well prepared for their future as a result of the school's work. Leaders are determined to fulfil their vision to 'foster a love for learning, equip children to live life skilfully and create positive memories.'

Next steps

- Leaders should continue to build on and embed improvements to the curriculum and teaching to ensure that teachers support pupils to build their knowledge securely.

- Leaders should ensure that the careful design and implementation already evident in parts of the early years provision are applied consistently across all activities.
 - Leaders should continue to act on their priorities for development to secure further improvement across all identified areas.
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About this inspection

This school is a single academy trust. The trust is overseen by a board of trustees, chaired by Paul Darling.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and members of the school's senior leadership team during the inspection. They also spoke to a group of trustees, including the chair.

The school makes use of 3 unregistered alternative provisions.

Headteacher: Dr Marilyn Nadesan

Lead inspector:

Simon Graydon, His Majesty's Inspector

Team inspectors:

Sara Wakefield, Ofsted Inspector

Patrina Begley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 31 March 2026

School and pupil context

Total pupils

353

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.06%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.85%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.18%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	61%	Above
2024/25 (revised)	81%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	86%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	86%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	72%	Above
2024/25 (revised)	84%	72%	Above
2023/24 (final)	84%	72%	Above
2022/23 (final)	93%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25 (revised)	87%	74%	Above
2023/24 (final)	87%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	46%	Above
2024/25 (revised)	64%	47%	Above
2023/24 (final)	73%	46%	Above
2022/23 (final)	82%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	62%	Above
2024/25 (revised)	79%	63%	Above
2023/24 (final)	82%	62%	Above
2022/23 (final)	82%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	59%	Above
2024/25 (revised)	71%	59%	Above
2023/24 (final)	82%	58%	Above
2022/23 (final)	82%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	60%	Above
2024/25 (revised)	79%	61%	Above
2023/24 (final)	82%	59%	Above
2022/23 (final)	82%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	68%	5 pp
2024/25 (revised)	64%	69%	-5 pp
2023/24 (final)	73%	67%	5 pp
2022/23 (final)	82%	66%	15 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	1 pp
2024/25 (revised)	79%	81%	-2 pp
2023/24 (final)	82%	80%	2 pp
2022/23 (final)	82%	78%	4 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	78%	0 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	82%	78%	4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	82%	77%	4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	1 pp
2024/25 (revised)	79%	81%	-2 pp
2023/24 (final)	82%	79%	2 pp
2022/23 (final)	82%	79%	3 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.4%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.8%	13.3%	Close to average
2023/24 (3 term)	11.9%	14.6%	Close to average
2022/23 (3 term)	15.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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