

Catherine Place
Jubilee Park Primary School
Jubilee Way
Newport
NP10 9NL

07/04/2025

Dear Catherine Place

Interim visit: April 2025

A team of inspectors recently visited Jubilee Park Primary School to consider how the school has progressed in addressing a sample of the school's improvement priorities. Below is a summary of progress against those priorities.

Focus of visit

Anti-racism – decolonising the thrive curriculum to enrich all children

- Leaders promote a strong commitment to developing awareness and understanding of anti-racist practice. They provide clear guidance and enable staff to develop professionally through shared research and collaboration. This supports staff to plan confidently and to deliver engaging experiences that enhance pupils' knowledge of diversity effectively.
- The school curriculum builds pupils' knowledge and understanding of diversity systematically and in line with their stage of development. The youngest pupils develop a sense of their own identity through creative activities. As pupils move through the school, they consider how the variety of languages, cultural traditions and faiths people practise enrich the school and its local community. Older pupils extend their understanding of the wider social and political context of racism.
- Nearly all teachers adapt plans responsively to take account of pupils' interests and personal experiences. They allow valuable time for pupils to make personal reflections through their learning journals. School staff consider the resources they

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use to support pupils' learning carefully, selecting books and materials that enable pupils to feel fully represented.

- The school's 'Diversity Group' have a clear understanding of their role to celebrate diversity and to champion anti-racist behaviour. They are proud of their work to promote better knowledge and understanding of different cultures and beliefs.

Developing the Language of Learning

- School leaders have embedded a culture of shared self-evaluation and professional development across the school. They enable all staff to engage in ongoing discussion, meaningful research and purposeful reflection. Through this process, all staff have developed an agreed language for learning that helps pupils to understand the qualities that support them in their learning.
- The school 'language of learning' document has been developed in line with the school curriculum. It provides a useful framework that enables adults and pupils to hold meaningful conversations about how they learn most effectively as they move through the school.
- In the younger classes, teachers introduce and model simple vocabulary that develops pupils understanding of how we learn. As the curriculum deepens to develop pupils' understanding, they begin to understand how effective communication and collaboration helps them learn. Older pupils deepen their understanding of their own learning further when reflecting on their achievements and when setting targets for further improvement with their teacher.
- School leaders ensure that staff have time to reflect on the effectiveness of the school's approach to developing a language for learning. Work to develop a shared language for learning across the local cluster of schools is beginning to have a positive impact on pupils' transition to high school.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website: <https://estyn.gov.wales/education-providers/jubilee-park-primary-school/>

Yours sincerely



Liz Miles

Assistant Director