

Wallsend Jubilee Primary School

Mullen Road, High Farm, Wallsend, Tyne and Wear, NE28 9HA

Inspection dates 27–28 November 2012

| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teachers do not all make sure that there is a fast pace to learning through lessons. They do not all use questions well enough to match different pupils' needs.
- Although some teaching assistants work very well in partnership with the teacher in whole-class sessions, this teamwork is not consistently good through the school.
- Pupils' progress and attainment in writing are less strong than they are in mathematics and reading.
- Leaders are not efficient enough when analysing information about the progress of groups of pupils through the school.
- Leaders do not provide enough specific detail to staff about how to improve their teaching further.
- The governing body does not challenge senior leaders with sufficient rigour and is not clear enough about how well new initiatives have helped pupils' progress to increase.

The school has the following strengths

- Pupils behave consistently well, whether they are in lessons, moving around the building or in the playgrounds. They become mature and sensible individuals with very good manners. They have very positive attitudes to learning.
- Pupils have a very good understanding of how to keep themselves safe.
- The school provides a stimulating curriculum to develop pupils' spiritual, moral, social and cultural development. Assemblies are a valuable part of the school day.
- There is a strong partnership between the school and parents. Leaders and governors are highly effective in organising support to extend the personal development of those pupils entitled to extra government funding.
- The daily organisation of the school is very efficient.
- There is a high priority on equal opportunities and the tackling of discrimination.

Information about this inspection

- Inspectors observed 13 lessons, of which three were joint observations with the headteacher or deputy headteacher. In addition, the inspection team made a number of short visits to lessons, including eight observations of the teaching of letters and sounds.
- Meetings were held with one group of pupils, and inspectors listened to a sample of readers from Years 1, 2 and 6. Inspectors also met with the Chair of the Governing Body and one other governor, senior leaders, teachers and a representative from the local authority.
- Inspectors took account of the 29 responses in the on-line questionnaire (Parent View) as well as the school's own questionnaire to parents, to which more than 50% of parents responded.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

| | |
|------------------------------------|----------------------|
| Margaret Shepherd , Lead inspector | Additional Inspector |
| Wendy Richardson | Additional Inspector |
| Clive Petts | Additional Inspector |

Full report

Information about this school

- The school is larger than the average primary school. Pupils are predominantly of White British origin.
- The proportions of pupils supported through school action, school action plus or with a statement of special educational needs are all lower than average.
- There is a special unit in the school for pupils with moderate learning difficulties. Pupils are drawn from a number of neighbouring schools. There are currently eight pupils attending the unit, all of whom have statements of special educational needs.
- There is a lower-than-average proportion of pupils known to be eligible for the pupil premium. In the past year, there has been an increase in the number of children looked after by the local authority.
- During the inspection the headteacher was on leave of absence.
- The school has recently gained the Full International Award.
- The school meets the current government floor standards.

What does the school need to do to improve further?

- Extend the proportion of good teaching in order to increase pupils' progress and raise attainment by ensuring that teachers:
 - provide a fast pace to learning across each part of the lesson
 - use a range of high quality questioning that matches the different needs of pupils both in whole-class sessions and in group or individual work
 - increase the consistency of support from teaching assistants through the school during whole-class sessions.
- Increase the progress in writing by:
 - using the detailed assessment of individual pupils' work more effectively to provide tasks that enable those of different ability to develop their basic writing skills
 - providing more opportunities through the school to celebrate pupils' independent writing and to give an additional purpose for writing.
- Improve the effectiveness of senior leaders by:
 - analysing data more rigorously in order to identify the progress different groups of pupils make as they move through the school
 - checking carefully whether or not actions are helping to improve the rate of progress
 - providing more specific detail to staff about how to improve the quality of their work.
- Increase the rigour with which the governing body holds senior leaders to account for pupils' progress and the impact of the actions that they take to improve the school.

Inspection judgements

The achievement of pupils

requires improvement

- More children than in the past now start school with skills that are below those typically expected for their age. Progress through the Early Years Foundation Stage varies across different aspects of the curriculum in both the Nursery and Reception. Progress is consistently good in personal, social and emotional development and physical development. Progress in writing is slower and by the end of Reception fewer children than average reach the expected level in this aspect of communication.
- Progress continues to be variable as pupils move through the school. In mathematics, progress accelerates in Key Stage 2. Increasing numbers of pupils are making more than the expected rate of progress in mathematics as they move through Key Stage 2 so that attainment is broadly average but higher than English overall by the end of Year 6.
- Attainment in writing is below average and lower than in other subjects throughout the school. The rate of progress is increasing but is not yet fast enough to raise attainment by the end of Year 6. Progress across basic writing skills is systematic but, because tasks are not always challenging enough, pupils' progress in these skills is steady rather than good. Pupils are becoming more confident in writing extended pieces of work across different types of writing. For example, pupils in Year 4 encapsulated some imaginative ideas when writing an article for a newspaper.
- Pupils reach broadly average levels in reading as they move through the school. Older pupils read texts with expression but they are less confident in analysing and discussing their reading. Children in the Early Years Foundation Stage and pupils in Key Stage 1 are now making good progress in learning their letters and sounds. They confidently tackle new letter combinations and use their skills to have a go at reading words they have not met before.
- Pupils with disabilities and those with special educational needs, including those in the special unit, are making similar progress to those nationally. Most of these pupils' progress accelerates when they undertake special units of work with the additional external support organised each term.
- The gap in attainment between those eligible for pupil premium funding and other pupils varies between year groups. The gap had been narrowing in 2011 but has widened again. This is partly due to the recent intake of such pupils, midway through their time in Key Stage 2.

The quality of teaching

requires improvement

- The quality of teaching through the school is mixed with no teaching being inadequate but not enough teaching being consistently good.
- All teachers manage behaviour very well. Staff use consistent strategies to ensure that pupils understand what is expected of them. The staff team creates very positive relationships with pupils and works well to develop positive attitudes towards learning.
- In the best teaching, lessons begin at a fast pace. There are clear explanations about key learning and these are referred to throughout the lesson. Teachers have good subject knowledge and use it well. There is a clear sequence of tasks building on previous learning with every pupil challenged to do their best. For example, in mathematics, pupils were given a series of increasingly difficult activities to reinforce their accuracy in using complex multiplication.
- In the weaker teaching the pace of learning varies at different parts of the lessons. Some whole-class sessions are too long and some group tasks are not demanding enough to sustain pupils' interest.
- The effectiveness in teachers' use of questioning is also varied. At its best, teachers use a wide range of questions to match different pupils' needs. In the weaker teaching, questions are too general and do not build systematically on previous learning.
- Partnership between teachers and support staff varies between classes. In some classes it works

very well throughout the lesson. Where the teaching is weaker, opportunities are missed for support staff to extend the learning of individuals during whole-class sessions. In the great majority of lessons the support is effective during group work, with the teaching assistants having a good understanding of the expected learning.

- Teaching is consistently good in all the small-group work for learning letters and sounds in Key Stage 1 and the Early Years Foundation Stage. All staff provide very well-focused activities based on the previous learning. They introduce new sounds or groups of letters skilfully and ensure a fast pace to learning.
- Teachers assess work regularly. They carry out detailed assessments in writing but not all staff use the information well enough when planning in order to match activities to pupils' varying rates of progress. Also, they miss opportunities to celebrate pupils' successes through, for example, regularly displaying their written work or sharing good quality writing across the school. In some classes teachers use individual writing targets very effectively during lessons providing opportunities for pupils to assess their own learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is a key strength of the school. Pupils, including those in the special unit, have a very good understanding of the school's rules and expectations and are keen to carry them out. They have very effective levels of personal development and become mature and sensible citizens by the time they leave the school. This results in good preparation for the next stage of their education.
- Those who are entitled to pupil premium and who also have behavioural difficulties make excellent progress when they work in withdrawal groups. They learn how to control their emotions and how to work with others in the whole class.
- Pupils have very positive attitudes towards school and learning and, even when the pace of lessons slows, they do not disrupt lessons. They work very well in pairs during whole-class sessions, cooperating to complete tasks or to respond to questions. They move between whole-class sessions and group work with the minimum of fuss.
- There is a clear understanding by pupils of issues relating to bullying or discrimination and they discuss these issues with sensitivity.
- Assemblies are very positive occasions. Pupils are very respectful during prayers or times for reflection. They are enthralled by the teaching in these whole-school sessions and very keen to take part in the activities. For example, when the deputy headteacher asked for a volunteer to find out what was in a box, every hand was raised in eager response.
- Pupils also have a very clear understanding of how to keep themselves safe. They say that they feel safe in school.
- Attendance is above average. Pupils clearly enjoy coming to school.

The leadership and management require improvement

- Senior leaders effectively analyse the regular assessment information about pupils' progress, to identify individual pupils' weaknesses. They are not as good at analysing the progress made by different groups of pupils as they move through the school, or in using this information to target particular weaknesses in either different classes or the curriculum in order to increase progress.
- There is some checking of the impact of additional support for groups of pupils but it is not carried out consistently enough across the full range of different actions taken.
- There is a good range of strategies to monitor the effectiveness of teaching, and monitoring is carried out regularly. However, the analysis of this monitoring is too general and does not provide staff with enough specific detail of how to improve the quality of their teaching.
- The curriculum helps pupils to develop basic skills and broaden their knowledge of their world. It is very effective in promoting positive behaviour and personal development. The curriculum for

spiritual, moral, social and cultural development is good. For example, groups of pupils have been on residential visits to both Spain and France. Leaders ensure that there is a thorough programme of work for pupils to extend their understanding of discrimination.

- Leaders ensure that there is a high priority on creating strong partnerships with parents. They seek the views of parents, value their feedback and act on suggestions raised. The additional specialist member of staff and newly furnished room instituted this term from the pupil premium funding to support families are valuable assets to the school. This funding is also used well to promote equal opportunities for pupils. There are productive links with neighbouring schools.
- The extension of the senior leadership team to include the business manager of the school is working well. It is having a positive impact on the smooth running of the school.
- Leaders make sure that there are thorough safeguarding systems through the school.
- The local authority provides well-targeted support for the school.
- **The governance of the school:**
 - Governors have a good understanding of the local community. The governing body has clear plans to extend the range of its work. These have not yet resulted in it providing enough challenge to senior leaders in order to increase their effectiveness in ensuring that pupils make consistently good progress as they move through the school. There is not a high enough priority to understanding how well different groups of pupils are making progress or how effective initiatives have been to improving the school's work.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 108594 |
| Local authority | North Tyneside |
| Inspection number | 405179 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 334 |
| Appropriate authority | The governing body |
| Chair | Sheila Bailey |
| Headteacher | Ann Thornton |
| Date of previous school inspection | 17 January 2011 |
| Telephone number | 0191 2007249 |
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