

Wallsend Jubilee Primary School

Inspection report

Unique Reference Number	108594
Local Authority	North Tyneside
Inspection number	356388
Inspection dates	17–18 January 2011
Reporting inspector	Irene Cochrane

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	329
Appropriate authority	The governing body
Chair	Mrs Shelia Bailey
Headteacher	Mrs Ann Thornton
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed 12 teachers and held meetings with pupils, members of the governing body and staff, and spoke with the School Improvement Partner. They observed pupils at work and looked at the data the school had collected on pupils' progress, the safeguarding procedures, pupils' books and records of the school's monitoring and review. They also considered 58 questionnaires returned by parents and carers as well as analysing questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistent is the quality of teaching, particularly the use of assessment to meet pupils' individual needs.
- To what extent the more-able pupils are challenged.
- How much progress pupils make in writing across the school, and especially in Key Stage 1.
- How effective leaders and managers are at all levels in securing school improvement.

Information about the school

This is an above average-sized school with a 26 place nursery. The percentage of pupils known to be eligible for free school meals is below average and most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average. The school holds a number of awards, including Healthy School status and the Activemark. The school is a member of North Tyneside Learning Trust. There is a Resource Base provision on site for pupils with moderate learning difficulties. Childcare provision is provided at the school but is not subject to this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wallsend Jubilee Primary School is a satisfactory and improving school. It has some good features in the good start children have in the Early Years Foundation Stage and in the personal care the school provides for its pupils. Good community links and partnerships beyond the school have a positive impact on pupils' personal development.

Pupils make satisfactory progress and given their starting points, their overall achievement is satisfactory. The rate of progress varies between classes and is slower across Key Stage 1. By the end of Year 6, attainment is broadly average. The headteacher has introduced more tightly focused intervention strategies and support for pupils and these are raising attainment. The quality of teaching is satisfactory overall, with an improving proportion of good lessons. Pupils all have targets for improvement but they are not changed frequently enough to ensure pupils' consistently good progress, particularly for those who are more able. In some lessons, pupils are not always clear about their targets and how to improve their next steps in learning. This is particularly evident in writing lessons in Key Stage 1.

Pupils benefit from good care and support. The currently satisfactory curriculum has been reviewed to take into account pupils' interests through relevant topics and local interests. Behaviour is good and pupils have positive attitudes to learning. They develop a good understanding of the choices required to live safe and healthy lives, such as their involvement in being a 'Food for Life Flagship' school, and the importance of internet safety.

Leadership and management are satisfactory and improving. The senior leadership team has worked to improve the quality of teaching and learning with some success, but there is still room for improvement. Self-evaluation is mainly accurate and soundly informs school improvement planning. Monitoring systems are not yet rigorous enough in consistently evaluating pupils' progress and ensuring that pupils move more quickly onto the next steps in their learning. The satisfactory progress made against the actions identified at the last inspection and evidence of improvements in pupils' attainment and in provision, together with the school's generally accurate self-evaluation, give the school a satisfactory capacity for improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the proportion of teaching and learning that are of at least good quality in order to raise attainment and accelerate pupils' progress, by ensuring that:

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- pupils fully understand their targets and know what they have to do to improve their work, particularly in writing in Key Stage 1
- all pupils are suitably challenged to increase their pace of learning, especially the more-able pupils.
- Improve the effectiveness of all leaders and managers by more rigorously monitoring the progress pupils make towards achieving their individual targets.

Outcomes for individuals and groups of pupils**3**

Attainment is average and pupils, including those with special educational needs and/or disabilities, make satisfactory and improving progress by the time they reach Year 6. Consequently, pupils achieve satisfactorily. Attainment is broadly average at the end of Key Stage 1, but with lower standards in writing. Pupils attain average standards by Year 6, and progress for this cohort in 2010 was good, indicating that strategies introduced by leaders and managers are starting to impact positively.

Children enter the nursery with skills that are broadly expected for their age in most areas of their learning. However, in the crucial aspects of communication, language and literacy and personal, social and emotional development, their skills are lower than expected. Pupils enjoy their learning and have good attitudes to work. During lessons observed, pupils responded well to instructions and showed consideration and respect to others. They were keen to take part in the interesting activities provided and their behaviour was consistently good. Pupils say they enjoy coming to school which is reflected in their above average attendance.

Pupils have a good understanding of the importance of taking regular exercise and a healthy diet through activities, such as their involvement in Food for Life decisions for school meals. Pupils feel safe in school because behaviour is good as is the quality of care from staff. Pupils' contribution to the community is good. Within school it is promoted through the active school council and in the local community through established links with the Red Watch fire brigade. Spiritual, moral, social and cultural development is good and is promoted well through assemblies. Pupils have an awareness of others less fortunate than themselves through regular fundraising events, such as the participation in the Children's Cancer Run.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is satisfactory. The proportion of good teaching across the school is increasing as a result of the support provided from senior leaders. In the best lessons, teachers have high expectations and plan interesting activities, giving pupils clear guidance on what they have to do. Teachers make good use of a varied range of resources to engage pupils' interests and teaching assistants are used effectively to support pupils' learning, especially that of pupils with special educational needs and/or disabilities. In less effective lessons, the pace of learning slows because tasks set are not always well matched to pupils' needs and the next steps in learning are not fully understood. This is particularly evident in limiting pupils' attainment and progress in writing in Key Stage 1 and in insufficiently challenging the more-able pupils. Although there is a more consistent approach to target setting, in those lessons that are no better than satisfactory pupils often stay on the same target for too long. In addition, their progress made towards achieving these targets is not monitored regularly enough in order to ensure that the best progress is made.

The curriculum is organised around a themed approach, which is having a positive impact on engaging pupils' interests. There is a key focus on improving pupils' literacy and numeracy skills, which is beginning to have an impact on better outcomes. For example, the school has introduced 'Brave Writing' into the Reception Year, increasing children's opportunities to write more frequently and to improve confidence with which they mark

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make. The school benefits from a recent collaboration with other local partnership schools, where skills and expertise are shared. Pupils enjoy the opportunities to take part in after-school sports activities, such as the football club and lunchtime judo sessions.

The school takes good care of pupils and ensures a safe environment. Pupils say they feel safe in school and know who to go to for support and advice. Good support is provided for pupils with special educational needs and/or disabilities through regular, planned intervention programmes and additional support, including that provided in the on site additional Resource Base. Links with external agencies, such as the Wallsend and Howden collaborative, and with learning mentors provide good support for pupils' personal development and well-being and particularly for the more vulnerable pupils at key points in their transition.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are satisfactory and improving. The headteacher continues to raise expectations and is committed to bringing about further improvement. Senior leaders have become more involved in identifying priorities for improvement in their key areas through specific action plans. This is also helping to raise expectations among all staff and to their develop a shared approach to school improvement. There is not yet enough rigour in monitoring the progress pupils make towards their targets in literacy and mathematics throughout school. The school has recently ensured that senior management responsibilities are more aligned with school improvement priorities, but it is too soon to evaluate the impact of this change.

The governing body is highly supportive of the school and kept informed of school developments. It has increased its involvement in school initiatives through participation in structured committees. The governing body ensures that formal systems of care, including safeguarding are secure and meet requirements. Staff have the necessary skills to identify pupils who may be at risk to secure their welfare. Governors' specific skills and community links are well used to support the school. They have improved their role in monitoring school priorities and evaluating its actions, but they recognise that this is not yet as incisive as it could be.

Progress since the last inspection has been satisfactory. The main areas have all been addressed with some success. Assessment systems have improved and are now more accurate but the school has already identified that more work has to be done in this area. The quality of teaching and learning has also improved, but this has not had a consistently positive impact on improving pupils' outcomes.

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The school has an inclusive approach and has close links with outside agencies to support the individual needs of pupils. Promoting equal opportunities and tackling discrimination are satisfactory and the school is aware of the need to evaluate the performance of all pupil groups and the impact of interventions undertaken more accurately. Parents and carers agree that the school takes good account of their views and appreciate the effective support provided to enable them to help with their children's learning, such as the recent 'Maths Circus' activity. A range of developing partnerships are bringing further strengths to the school, such as the recent successful bid for Creative Partnerships and the local partnership work which has had a positive impact upon raising e-safety awareness among pupils. Community cohesion is good at all levels and pupils enjoy finding out about other cultures and have a good understanding about diversity.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in the nursery and make good progress to attain outcomes that are mainly expected for their age by the time they leave the Reception Year. Children's outcomes in personal and social skills have improved over the past year as a result of increased liaison with parents and carers, the high emphasis placed on transition arrangements, and the further opportunities provided to promote children's independent skills.

Children understand school routines and can make choices readily from the range of mainly stimulating activities provided. Consequently, children are active, enthusiastic learners and enjoy learning through play. Adults know the children well and are sensitive to their needs as a result of regular and rigorous assessment procedures. Good support is given for all groups, particularly those who need additional help with their communication

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skills. During the inspection, a balance of adult-led and child-initiated activities were observed.

The recently appointed Early Years Foundation Stage coordinator ensures effective leadership and has quickly focused on the key priorities for development and is an enthusiastic role model. There is a common sense of purpose among staff and the Early Years Foundation Stage unit runs smoothly because of the effective teamwork and communication between adults. Welfare requirements are met. Children enjoy the regular opportunities for outdoor provision but there is still work to be done to ensure that appropriate resources outdoors are used to build on children's prior learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very small minority of the parents and carers returned the questionnaire. The majority of those who responded are satisfied with the school. For example, most felt that the school keeps their children safe and that they enjoy school. Inspectors agreed with these views. A few individual concerns were raised, but the inspectors found no evidence to support these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wallsend Jubilee Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 329 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	55	24	41	2	3	0	0
The school keeps my child safe	29	50	29	50	0	0	0	0
My school informs me about my child's progress	21	36	28	48	9	16	0	0
My child is making enough progress at this school	22	38	32	55	2	3	0	0
The teaching is good at this school	20	34	31	53	3	5	0	0
The school helps me to support my child's learning	22	38	29	50	4	7	1	2
The school helps my child to have a healthy lifestyle	12	21	39	67	5	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	28	37	64	4	7	0	0
The school meets my child's particular needs	18	31	36	62	3	5	0	0
The school deals effectively with unacceptable behaviour	15	26	32	55	10	17	1	2
The school takes account of my suggestions and concerns	15	26	34	59	6	10	0	0
The school is led and managed effectively	24	41	29	50	3	5	1	2
Overall, I am happy with my child's experience at this school	30	52	25	43	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 January 2011

Dear Pupils

Inspection of Wallsend Jubilee Primary School, Wallsend, NE28 9HA

Thank you very much for the welcome you gave to me and my colleagues when we came to inspect your school and for the part you played in the inspection.

Your school is satisfactory and showing improvement. It has some parts which are good. Adults care well for you and your behaviour is good in lessons and around the school. You get off to a good start in the Early Years Foundation Stage and you told us that you feel safe and enjoy school, which is reflected in your good attendance.

We have asked your school to help you to improve your work by:

- improving some lessons so that you are taught well all the time
- making sure that you know what you have to do to improve your work, because you know your targets well, particularly in writing in Years 1 and 2
- checking that your targets make you work to the best of your ability
- the school's senior staff more rigorously checking that you are making good progress towards your targets.

You can help by continuing to behave well and by working hard. Once again, thank you very much for your help and good luck for the future.

Yours sincerely

Mrs Irene Cochrane

Lead Inspector

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