

Jarrow Cross CofE Primary School

Inspection report

Unique Reference Number	133680
Local Authority	South Tyneside
Inspection number	360566
Inspection dates	8–9 June 2011
Reporting inspector	David Shearsmith

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Fr Bill Braviner
Headteacher	Ms Gill Dorn
Date of previous school inspection	3 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 22 lessons and saw nine teachers teach. They held meetings with the two members and Chair of the Governing Body, staff and pupils. They observed the school's work and looked at pupils' books, pupils' progress data and other documentation. They analysed 51 questionnaires from parents and carers, 99 from pupils and 23 from staff.

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

- Whether the quality of teaching and learning has improved at Key Stage 1.
- The quality of leadership of the Early Years Foundation Stage (EYFS) and its impact in terms of improving provision and progress.
- How effectively the curriculum meets pupils' needs, particularly the more able, and the impact it has on improving pupils' basic skills.
- Whether the governing body challenges and supports the school in its improvements.
- What changes the school is making to improve standards in reading.

Information about the school

The school is a little smaller than the average-sized primary school. An above average proportion of pupils are known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is well above average although fewer than average have a statement of special educational needs. Almost all pupils are of White British heritage. Childcare provision before school is managed by the governing body. The school has gained Healthy School status, and Sports Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that is continuing to improve. The headteacher's ambition and commitment, well supported by the governing body, and a highly motivated staff have ensured continuous progress since the last inspection. Parents and carers are very positive in their support for the school and how well their children learn.

Most pupils start school with skills which are frequently below those expected for their age, especially in their listening, speech and language. They make good progress, and by the end of Year 6, attainment is broadly average. Improvements in Key Stage 1 and a picture of consistent progress across the school reflect a rising trend in attainment. Pupils write with greater confidence and reading shows significant signs of improvement. Pupils with special educational needs and/or disabilities make good progress because their needs are carefully identified and intervention is well-targeted. Attendance is average and rising, reflecting pupils' enjoyment of school life. Pupils feel safe and display a good understanding of how to stay fit and healthy. Behaviour is good and pupils show a thorough understanding of the difference between right and wrong. Pupils benefit greatly from the school's effective relationships with parents and carers and from its creative partnerships which particularly promote sport. Provision in the Early Years Foundation Stage is good and enables children to settle well. However, outdoor activities do not always promote basic skills and tasks are not always sufficiently challenging when children are learning on their own.

Teaching and learning are good and a range of strategies and variety of resources ensure pupils are engaged and motivated to learn. Assessment is used effectively to promote progress and provide support where it is most needed. However, pupils do not have sufficient opportunities to assess their own and others' learning to promote independence and accelerate progress. In a few lessons teachers provide a clear list of success criteria and pupils then check for themselves how successful they have been. This practice is not yet consistent across the school.

Following a rigorous review of the curriculum it is now good and provides a wide range of stimulating and exciting themes to meet pupils' needs and aspirations. Pupils appreciate the wide range of out of school activities and visits.

The headteacher and senior leaders work together purposefully, sustaining and extending improvements. Positive action to tackle underachievement is quickening the rate of pupils' progress. The governing body holds the school to account in positive ways and has an accurate grasp of strengths and what needs to be improved. Their effective contribution to strategic planning, including staff deployment, has had a positive impact on improving achievement. Strategies to evaluate the impact of change are proving increasingly effective. Consequently, there is good capacity for continued improvement.

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What does the school need to do to improve further?

- Accelerate pupils' learning and progress in lessons by:
 - – ensuring that pupils are more fully engaged in assessing their own and others' learning to promote greater independence
 - – ensuring consistency in the use of success criteria so that pupils know what is needed to produce their best work and how to make it even better.
- Improve provision in the Early Years Foundation Stage by:
 - – improving tasks outdoors to promote pupils basic skills
 - – improving the level of challenge in all child initiated activities.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and work enthusiastically to ensure good achievement. Pupils in Year 3 were seen thoroughly absorbed in an investigation around mobile phone tariffs where they were very effectively applying their mathematical skills to make decisions.

Information from tests, assessments, and the school's targets and predictions confirm the good and improving trend of progress that all pupils are making. For example, pupils' progress in developing their reading skills is quickening and writing is continuing to show signs of improvement. Attainment at the end of Year 6 is broadly average. Current school information points to attainment continuing to rise further as the progress of the more able pupils also increases and more pupils are exceeding the level expected for their age. Pupils with special educational needs and/or disabilities make good progress because their support is carefully matched to their needs, is well-directed and effective.

Pupils respond well to the expectations that staff set for them. Their strong spiritual, moral, social and cultural development is firmly focused on care and consideration for others, ensuring their good personal development. Behaviour is good in and out of lessons and contributes to pupils' ability to work and play well together. Pupils contribute well to the life of the school through the school council and by supporting the daily running of the school, such as the support they provide in assemblies. Pupils have a good understanding of keeping healthy and participate enthusiastically in a range of sporting activities. Pupils know how to keep safe in a range of contexts because they give close attention to information provided as part of the curriculum. Attendance has improved and is broadly average with a reduction in those who are persistently absent. Pupils' preparation for the future is satisfactory as pupils have acquired average basic skills and an enthusiasm for learning

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	3
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?

Teaching is good and sometimes inspiring as it fully absorbs pupils in their learning. In the best lessons, activities are varied and stimulating and delivered at a brisk pace that sustains interest. In a literacy lesson pupils were highly engaged due to the teachers' innovative and inspirational approach using role play and effective questioning. Assessment is used effectively and work is closely matched to pupils' ability. Progress is closely measured and teachers set targets that are challenging. Although pupils know their targets they do not always have sufficient information to know how to be successful in individual lessons to accelerate their own progress. Marking and feedback to pupils by teachers is generally good and extends learning. However, there are insufficient opportunities for pupils to evaluate their own and the work of others to develop more independence in their learning.

The good curriculum provides an interesting range of experiences for pupils to apply their skills and achieve well. The school has spent a significant amount of time revising the curriculum and making it more relevant to pupils' needs and interests. Links between subjects are sharper and this is having a very positive impact on improving pupils' basic skills. Good use is made of partnerships to enrich learning, such as creative partnerships to motivate and develop pupils' basic skills. Pupils are excited about their involvement in sport and benefit greatly from their school visits and residential experiences.

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The good care, support and guidance are real strengths of the school, helping pupils to increase their self-belief, raise their aspirations and achieve success. Pupils from challenging circumstances or those potentially vulnerable are cared for very well and effective use is made of the expertise of support agencies. These pupils are also supported well by a range of strategies to promote their learning and progress both in and out of lesson. More robust attention to improving attendance is effectively ensuring a rise in the number of pupils who attend regularly. Arrangements for transition are good with strong links to the feeder secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is a strong leader with a purposeful vision to enable all the pupils in the school to do the best they can in all aspects of their work. Progress year on year has been improving due to rigorous monitoring and evaluation that ensures changes are being effective. Systematic checking of progress, accurate assessment and a curriculum increasingly used to engage the interests of pupils all support improvement well. All staff support the drive to improve and the strengthening of middle management and recent changes in staff roles and responsibilities is adding to the quality of learning, underpinning the ambitions of the school.

The effective governing body has a good grasp of areas for improvement and is absolutely resolute in ensuring the school continues to improve. The rising achievement of all pupils reflects the school's commitment to tackling discrimination and ensuring all achieve success equally well. The school enjoys good partnerships with parents and carers which supports pupils learning well. Safeguarding requirements are met, with good systems in place to protect children and staff. Community cohesion is carefully planned and promoted widely. Consequently, pupils have extensive knowledge about their own locality and others.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children thoroughly enjoy their time in this calm, happy and stimulating atmosphere that has been established by all staff. Most children enter Reception with skills that are frequently below what is typical for their age. Communication skills are especially weak. All make good progress working towards the level of skills expected of them by the time they reach Year 1. Listening and the ability to link sounds and letters develop well and encourage early writing, for example when writing in foam on the desks. Staff expectations are high and, coupled with imaginative approaches, ensure teaching and learning are at least good. This was seen, for example, in a focused activity on a mini-beast hunt where the opening session was outstanding because the teacher inspired children with her enthusiasm and role play. Where children are learning through activities without support there is sometimes insufficient challenge and learning slows. Staff place a strong emphasis on personal development for example, by making certain all share, take turns and join in. As a consequence, children's personal development improves rapidly. The recent change in leadership has brought about distinct improvements and encouraged a clear vision and ambition for the future. For example, plans are in place to develop more opportunities for children to explore and investigate outdoors and to ensure that tasks further improve their basic skills. Good welfare requirements enable children to feel part of this warm safe environment. Positive engagement with parents and carers enhances children's development and ensures they make good progress.

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

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 lower-than-average proportion of parents and carers returned questionnaires. Most are happy with their child's experience in school and agree that their children enjoy school, that it keeps them safe, helps them have a healthy lifestyle and that they make good progress as a result of good teaching. A few parents and carers wrote comments to voice personal concerns about behaviour. Inspection evidence, including visits to the playground and around school at lunchtime, shows that the school has good procedures in place to support pupils' personal development and behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jarrow Cross CofE 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	59	17	33	2	4	1	2
The school keeps my child safe	36	71	13	25	0	0	0	0
My school informs me about my child's progress	29	57	18	35	0	0	0	0
My child is making enough progress at this school	29	57	15	29	4	8	0	0
The teaching is good at this school	30	59	16	31	3	6	0	0
The school helps me to support my child's learning	28	55	16	31	3	6	0	0
The school helps my child to have a healthy lifestyle	29	57	16	31	3	6	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)	28	55	21	41	2	4	0	0
The school meets my child's particular needs	26	51	15	29	2	4	0	0
The school deals effectively with unacceptable behaviour	27	53	13	25	7	14	2	4
The school takes account of my suggestions and concerns	24	47	18	35	2	4	1	2
The school is led and managed effectively	30	59	17	33	4	8	0	0
Overall, I am happy with my child's experience at this school	30	59	14	27	1	2	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



10 June 2011

Dear Pupils

Inspection of Jarrow Cross CofE Primary School, Jarrow, NE32 5UW

Thank you so much for making us welcome when we came to inspect your school last week. A particular thank you to those of you who took time to talk with us about all the things you do and enjoy at school. Please thank your parents and carers for filling in our questionnaire.

These are some of the things we have said about your school in our report.

- Your school is well led and managed.
- Jarrow Cross is a good school where you make good progress and reach average standards.
- You are taught well, learn about interesting topics and are well cared for, guided and supported.
- You behave well, are polite and care for each other.

This is what we have asked your school to do now.

- Accelerate your progress in lessons by:
 - making sure you know how to be successful in your learning
 - helping you learn how to assess your own and others' learning so you are more independent.
- Improving the learning in the Reception class by:
 - improving outdoor learning tasks
 - providing more challenge in your activities when you are learning on your own.

You can help by coming to school regularly and always trying your best in lessons.

Yours sincerely

David Shearsmith

Lead inspector

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