

# Jesse Gray Primary School

## Inspection report

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<b>Unique Reference Number</b>	122597
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	380497
<b>Inspection dates</b>	21–22 September 2011
<b>Reporting inspector</b>	Roy Bowers HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	470
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Fittro
<b>Headteacher</b>	Sarah Law
<b>Date of previous school inspection</b>	24 May 2007
<b>School address</b>	Musters Road West Bridgford Nottingham NG2 7DD
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty six lessons were observed and nineteen teachers seen. Inspectors held meetings with the Chair of the Governing Body, groups of pupils, senior managers and curriculum leaders. Inspectors observed the school's work and looked at the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 200 questionnaires from parents and carers.

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

- The provision for pupils who are learning to speak English as an additional language.
- How effectively teachers improve pupils' skills in literacy, numeracy and information and communication technology across the curriculum.
- How effectively the provision in the Early Years Foundation Stage is matched to the needs of the boys.

## Information about the school

The school is much bigger than the average primary school. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. There are very few pupils with a statement of special educational needs. The proportion of pupils who come from minority ethnic backgrounds is average. The percentage of pupils who are learning to speak English as an additional language has risen over recent years and is now above average. The percentage of pupils known to be eligible for free school meals is well below average. The school runs breakfast and after-school clubs. The school has gold Healthy School Status, the Dyslexia mark and the Investors in Pupils quality mark.

**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

The school provides a good standard of education and cares for the pupils exceptionally well. Committed leadership, a good curriculum and exceptionally effective liaison with external agencies help pupils, including those with special educational needs and/or disabilities and those who are learning to speak English as an additional language, to make good progress. Children enter the Early Years Foundation Stage with skills which are above those expected for their age. By the time pupils leave at the end of Year 6 their attainment is high. Pupils are polite, behave well and feel safe and secure. They say that they very much enjoy coming to school and this is shown in the high levels of attendance.

Teaching is good and staff are especially effective at promoting pupils' positive attitudes to learning. In the best lessons, teachers are clear about what they want pupils to learn; they guide pupils through the small learning steps and regularly check on their understanding. However, this varies and the lack of consistency is the main reason why a greater proportion of lessons are not outstanding. Pupils work well together and are keen to share their ideas with others. Teachers mark books regularly and in most classes marking gives pupils very clear guidance on how to improve their work. However, in some classes, little guidance is given.

The curriculum is structured well and teachers use imaginative themes, such as 'superheroes', to engage pupils' interest and stimulate their imagination. Through these themes, many teachers provide opportunities for pupils to practise their literacy, numeracy and information and communication technology skills. However, in some classes, opportunities are not always taken.

Communication between the school and parents and carers is good, especially concerning pupils' well-being and personal development. Important school developments and information about the pupils' work in school are provided through letters, reports and meetings with teachers. The school very successfully communicates with the parents and carers of those pupils whose circumstances make them potentially most vulnerable. However, apart from the reports at the end of Years 2 and 6, not enough information is given to parents and carers about their child's attainment and progress as they move through the school.

The headteacher's ambition for improvement is shared by staff and the governing body. Leaders regularly and systematically check on pupils' progress and monitor the quality of pupils' learning through assessment information, observing lessons and

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checking on pupils' work in books. However, lesson observations do not always focus sharply enough on how clear teachers are about the learning needs of the pupils, how well they guide pupils through the small learning steps, or how regularly they check on pupils' understanding. Consequently, following the observations, the advice given to teachers on how to improve their teaching is not always effective in helping raise pupils' achievement. Consistently high achievement and effective self-evaluation systems show that the school has good capacity for further improvement.

**What does the school need to do to improve further?**

- Raise pupils' attainment and increase the proportion of outstanding teaching by ensuring that:
  - in all lessons teachers are clear about what they want pupils to learn, guide pupils through the small learning steps and regularly check on their understanding
  - marking consistently provides pupils with clear guidance on how to improve their work
  - in all classes, pupils' skills in literacy, numeracy and information and communication technology are practised across the curriculum.
- Ensure that parents and carers are given clear, regular information about the attainment and progress of their children as they move through the school.
- Improve the effectiveness of leadership and management by ensuring that lesson observations and the resulting guidance to teachers are focused more sharply on raising pupils' achievement.

**Outcomes for individuals and groups of pupils****2**

Pupils mature into polite, thoughtful and considerate young people. They are keen to learn and often show this in lessons by volunteering to answer questions and to share their work with others. They respond well when they are clear about what teachers want them to learn and the activities stimulate their imagination. In a few lessons observed, pupils became restless and inattentive, and started to distract other pupils. When this occurred, the teacher had talked for too long or the pupils were unclear about what they were expected to achieve.

Pupils say that instances of bullying are extremely rare and they are confident that teachers will deal with them well if they do arise. Pupils are keen to improve the school and have made contributions towards improving school meals and playground facilities. Pupils' awareness of helping others in the community is heightened by activities such as involvement in the Musa School international project and the Pakistan Flood appeal. Pupils have good awareness of how to live a healthy lifestyle, and many take part in extra-curricular sport and activity clubs.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Strong relationships between teachers and pupils and very effective class management help ensure that lessons are calm and orderly. Although teachers' lesson plans detail the activities different groups of pupils are to undertake, they sometimes do not show what pupils are expected to learn during the lesson. Consequently, in some lessons, the activities are not focused enough on pupils' learning to ensure that the pupils make even better progress.

A structured approach to the use of letters and sounds as an aid to improving pupils' reading and writing has been successfully implemented into the Early Years Foundation Stage and Key Stage 1. The school rightly plans to extend this into Key Stage 2. Pupils who are learning to speak English as an additional language are supported well in lessons and through additional activities. Emphasis is placed on pupils developing their language skills and many opportunities are provided for this to occur. Work beyond lessons, such as in the Rainbow group, is carefully linked to the same themes as other lesson activities.

The school pays excellent attention to all aspects of the care, guidance and support of pupils. They are known very well as individuals by all members of staff. Particular attention is given to pupils whose circumstances make them potentially most vulnerable, such as those with learning, physical and emotional difficulties. Regular and effective links with a very wide range of external agencies complement the school's own support programmes. The before- and after-school clubs contribute well

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

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to the exemplary care, guidance and support given to pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's effective leadership has been instrumental in driving improvement and creating a hard-working team with a common sense of purpose. Staff and the governing body work closely together and all share a strong sense of pride in the school. All leaders contribute to effective self-evaluation. Lesson observations are regularly undertaken, but they are focused more on the style of teaching rather than the impact teaching has on pupils' learning. The deputy headteacher ensures that all teachers and leaders are provided with useful termly assessment summaries showing the progress of individual pupils and classes. Teachers are held to account for the progress of the pupils and additional support is provided for those pupils who are not making expected progress.

The outstanding level of support and guidance given to all pupils, especially those experiencing learning or emotional difficulties, and the low proportion of persistent absentees, shows the school's commitment to equality of opportunity and tackling discrimination. The governing body, led effectively by the Chair, has a good understanding of the strengths and weaknesses of the school. The school meets all safeguarding requirements. Policies are detailed and are reviewed regularly by the governing body. Staff have received relevant training, including e-safety, and have a good knowledge of how to deal with issues involving child protection. The school's promotion of community cohesion is good. Pupils from different backgrounds get on well together. Senior leaders have a good understanding of the local communities and seek to engage them in school activities. Through visits to places of worship, visitors in school and work in many areas of the curriculum, pupils gain a good understanding of the rich diversity of faiths and cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities</b>	<b>2</b>

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<b>met</b>	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children achieve well, and by the time they leave the Reception classes most are working above the levels of development expected for their age and some are even higher. Children are encouraged to grow in independence and are sensitively and effectively prepared for more formal learning as they grow older. Behaviour is good and children interact well with each other. Although both boys and girls make good progress, girls make slightly better progress than boys. This is because occasionally some of the work given to the boys fails to stimulate their imagination or provide sufficient challenge. Nevertheless, children thoroughly enjoy the range of activities provided across all areas of learning.

Children are able to engage in collaborative play and most have a good understanding of how to share and take turns. The quality of teaching is good overall, but varies between satisfactory and outstanding. The curriculum provides a good balance between focused teacher-led activities and those which children choose for themselves.

Leadership and management, provided by the Early Years Foundation Stage leader and the deputy headteacher, are good. Effective teamwork ensures that children's development is well managed. Children's progress is tracked well and those who are experiencing difficulties are identified early and support is given.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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Almost all parents and carers who responded to the inspection questionnaire or who spoke with the inspectors expressed a high degree of confidence in the school. They were happy with their child's experiences at school and felt that the school kept their child safe. Most said that the school was led and managed well, and helped their child to lead a healthy lifestyle. The inspection findings support these views.

Comments made by a few parents and carers showed that they did not have a clear understanding of the attainment and progress made by their children as they move through the school. The inspection found that, although parents and carers receive a lot of useful information, the school was not providing them with sufficient detail of attainment and progress in years other than Year 2 and Year 6. Overall, there were very few negative comments from parents and carers and all views were taken into consideration before judgments were made.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jesse Gray 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 200 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	135	68	63	32	1	1	0	0
The school keeps my child safe	150	75	47	24	2	1	0	0
The school informs me about my child's progress	88	44	93	47	8	4	0	0
My child is making enough progress at this school	97	49	77	39	8	4	1	1
The teaching is good at this school	110	55	72	36	3	2	0	0
The school helps me to support my child's learning	102	51	83	42	4	2	1	1
The school helps my child to have a healthy lifestyle	104	52	86	43	2	1	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)	101	51	77	39	1	1	0	0
The school meets my child's particular needs	96	48	86	43	9	5	0	0
The school deals effectively with unacceptable behaviour	97	49	79	40	8	4	0	0
The school takes account of my suggestions and concerns	74	37	95	48	12	6	2	1
The school is led and managed effectively	127	64	64	32	3	2	0	0
Overall, I am happy with my child's experience at this school	133	67	63	32	2	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



23 September 2011

Dear Pupils

### **Inspection of Jesse Gray Primary School, Nottingham, NG2 7DD**

Thank you for being so polite and friendly when we visited your school recently. We were very pleased to see the sensible way you behave around school, and we liked the way you play happily together and work hard in lessons. You have a good understanding of how to keep yourselves healthy through a balanced diet and taking plenty of exercise. We were very pleased to find that you have a good awareness of how to keep yourselves safe. Your attendance is excellent. Well done!

The teachers are very kind and helpful, and want you all to do your best. You go to a good school where you make good progress and everyone cares for you exceptionally well. However, we want the headteacher and governing body to make your school even better and have asked them to make sure that:

- in all your lessons, the teachers are clear about what they want you to learn, carefully guide you through the small learning steps and regularly check on your understanding
- all teachers mark your books in a way that gives you clear guidance on how to improve your work
- your parents and carers are given more detailed information about the progress you are making and the standards you reach in your work
- the teachers who have special responsibilities in your school look even more carefully at how well you learn in all your lessons.

All of you can help the school improve even further by continuing to work hard.

We shall take away many good memories about your school. Thank you again for being so helpful and courteous.

Yours sincerely

Roy Bowers  
Her Majesty's Inspector

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