

# Jarrow School

Field Terrace, Jarrow, Tyne and Wear, NE32 5PR

**Inspection dates** 24–25 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- This school is very good at developing students' basic skills. Most students make good progress in reading, writing and mathematics. Teachers' marking is very effective in helping students to improve their spelling, punctuation and grammar.
- Students' behaviour is outstanding. Bullying is rare and students feel very safe in school. They have a great deal of pride in their school and more students are now attending regularly.
- Students who require extra support to help them to succeed also do very well. The range of courses offered by the school, including for students who attend the Autistic Centre, helps most students to reach their potential.
- Leaders at this school know exactly what is needed to improve the school further. They design and implement very effective plans to do so. They work very well in partnership with other schools to help them to become better too.
- Teachers work together extremely well to improve their teaching. Because of this, students' learning is very good in many lessons. A particular strength is the way in which teachers provide a range of activities in lessons to help students to succeed.
- Leaders pay very close attention to how well students are doing. They make sure that teachers' performance is closely linked to decisions about pay. The governing body plays a full and active role in this.

### It is not yet an outstanding school because

- Some lessons do not challenge all students well enough. This means that sometimes students do not make as much progress as they could.
- The teaching in some lessons does not develop students' understanding consistently well. Not all lessons involve students fully in learning from each other or talking about their work.
- Although students' progress is improving, the examination results of students who receive the pupil premium (the extra money provided by the government) are not as high as for those students who do not. This difference has not changed a great deal in the last two years.

## Information about this inspection

- Inspectors observed 27 lessons, of which five were observed jointly with managers from the school. In addition, the inspection team made a number of short visits to lessons in order to sample the quality of teaching provided for some students with special educational needs. An inspector also listened to two Year 8 students read. He looked at teaching and spoke to staff at the Autistic Centre which is part of the site and managed by the school.
- Meetings were held with four groups of students, the Chair of the Governing Body and one other governor, with school staff and with representatives from the local authority. In addition, inspectors observed school leaders reporting back to teachers on the quality of learning and students' achievement in lessons.
- Few responses to the online questionnaire (Parent View) were received by inspectors. However, inspectors took account of an analysis of a recent survey of parents commissioned by the school, and of the results of the Ofsted questionnaire for school staff.
- The inspection team observed the school's work, looked at students' books and other material and examined a range of documentation, including in relation to safeguarding. They also scrutinised information relating to students' achievement, behaviour and attendance, together with minutes of meetings of the governing body, school planning documents and records of the school's monitoring of teaching.

## Inspection team

Lee Northern, Lead inspector

Her Majesty's Inspector

David Brown

Seconded Inspector

Robert Jones

Additional Inspector

## Full report

### Information about this school

- Jarrow School is smaller than most secondary schools.
- The proportion of students known to be eligible for the pupil premium is greater than that seen nationally. Almost all students are of White British heritage and very few speak English as an additional language.
- The proportion of students supported at school action is more than twice the national average. The proportion of students with a statement of special educational needs, or supported at school action plus, is also greater than the national average.
- The school provides specialist support for a number of students with hearing impairment and autistic spectrum disorder difficulties from across South Tyneside. A separate facility known as the Post-11 Autistic Centre is situated on the school site and is managed by the governing body.
- The percentage of students who join or leave the school other than at the usual times is similar to other secondary schools.
- The school has specialist status in engineering. It has gained a number of awards including the Healthy School Award, and the Investors in People Standard. The school is part of a Trust with Harton Technology College (a national support school), Sunderland University and the local authority.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress. At the time of the inspection the school was led by an executive headteacher (who is a national leader of education) and an acting headteacher.

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

- Increase the proportion of outstanding teaching and learning by ensuring:
  - all lessons provide consistently high levels of challenge
  - that teaching develops students' deeper understanding of what they learn through questioning and dialogue with adults that exposes misconceptions and gaps in learning
  - students' greater involvement in lessons, including by learning from each other through the use of paired and small group work.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good and improving strongly. Results by the end of Year 11 are close to the national average. Taking account of students' starting points when they join the school, this shows they make good and sometimes outstanding progress in most of the subjects they study.
- Students enjoy their lessons and learn very well. They are very positive about the teaching they receive and appreciate the support of their teachers, including the extra lessons provided for older students to help them to prepare for examinations. The overall achievement of boys and girls is very similar.
- Achievement in science is outstanding. This is because teaching challenges all students to produce their best work. Expectations are high and the quality of marking is very good. Progress in other subjects is not as consistently strong as this.
- Nearly all students complete their courses at the end of Year 11 and so have every opportunity to develop their knowledge and understanding. The school is reviewing the way in which some students sit examinations in mathematics before Year 11. This is to ensure that the standards reached by some students are not held back because they have not yet acquired a fuller understanding of the mathematics they have been taught.
- Students make good progress in reading and writing and in mathematics, including those who join the school with weaknesses in these skills. This is because most lessons develop these aspects well. Close attention to students' spelling, punctuation and grammar is particularly evident in English, science, modern foreign languages and in geography. This means students are very well prepared for the next stage of their education, training or employment.
- Those students for whom the pupil premium funding provides support make good progress. The school has spent this money to provide additional tuition, mentoring, and a 'breakfast reading club' for younger students together with a range of other activities. This has helped to increase the progress these students make. Nevertheless, the standards reached by students who are supported in this way are lower than for those students who are not. Although the progress made by all students is improving, this difference is closing only slowly.
- The progress made by disabled students and those with special educational needs is good. The small number of hearing-impaired students at the school benefit greatly from specialist support.
- Students who attend the Post-11 Autistic Centre make significant strides in learning and in gaining greater independence. This is because of the very high quality of the support they receive. The good guidance provided for teachers ensures that those students based at the centre who also attend some mainstream lessons are fully included and achieve well.

### The quality of teaching is good

- Teaching in most lessons is at least good, and is sometimes outstanding. The quality of work in students' books shows that this good teaching happens in a great many lessons, much of the time.
- In the best lessons, teachers use a range of high-quality tasks and activities to support good learning. They plan lessons carefully to ensure all groups of students are challenged fully. Thoughtful questioning develops students' deeper understanding of learning and ensures the full participation of every student in the class. In a few instances, teachers' questioning does not demand much of students or is too quick to take responses from the first few students who raise their hands. Some teaching misses opportunities for students to learn from each other through paired and small group work.
- In an outstanding French lesson for Year 10 students, the teacher guided the students in a lively discussion of a set of four problems the teacher had posed. Highly positive classroom relationships and a challenging context ensured that the students were engrossed in discussing, in French, the dangers of smoking, drugs and alcohol abuse.

- In a highly effective Year 7 science lesson, the teacher ensured a strong emphasis on students' reading, writing, speaking and listening skills at all times. He made sure the work was very well designed to provide challenge for every student in the class. His use of technical language was very effective in demonstrating appropriate scientific vocabulary.
- The school has placed a strong emphasis on ensuring that teachers match work accurately to the ability levels of different groups of students. This ensures that students are able to work independently or in small groups on tasks that are appropriate to their target grades. However, on a few occasions, this means that some students do not move on quickly enough to more challenging work. For example, where students are able to choose tasks and activities, they sometimes select work that does not stretch or challenge them sufficiently.
- Teachers and teaching assistants work together well to support students' learning. They check on progress carefully in lessons and are quick to intervene to help students get back on track. On occasion, however, they steer students too quickly to answers and do not explore students' misconceptions or errors well enough. This means that sometimes students are not challenged to think and learn more effectively for themselves.
- Much marking is very effective in supporting learning, particularly in improving students' writing and comprehension. The best marking pinpoints students' errors clearly and indicates how work can be improved. For example, in a Year 7 geography lesson, the students began the lesson by responding eagerly to the advice and guidance the teacher had provided in their books. Similarly, in a Year 8 English lesson, the quality of marking to support students' spelling, punctuation and grammar contributed strongly to their excellent progress in these skills. By contrast, some marking in mathematics, although regular and detailed, simply signposts the next topic rather than providing feedback that further develops students' understanding.
- Students' understanding of spiritual, cultural and moral issues is developed well throughout the curriculum. For example, in an English lesson, students reflected on the working conditions of migrant peoples, and in science considered the effects of deforestation on climate change. In another lesson, students contrasted the experience of women living under Taliban rule in Afghanistan with that of women living in countries in Western Europe.

### **The behaviour and safety of pupils** are outstanding

- Students' outstanding behaviour makes a very positive contribution to the school and contributes strongly to a harmonious and welcoming community. Parents, students and staff all share the view that behaviour has improved dramatically in a short space of time. Students who attend the autistic centre say that they feel fully included in school life because staff and other students understand their needs very well.
- Students have a very good understanding of the impact of different forms of bullying, particularly homophobic bullying. Bullying is rare and is dealt with very effectively by the school.
- The management of students' behaviour is consistent and very effective. As a result students' behaviour at social times, before and at the end of school, and between lessons, is exemplary. However, the behaviour targets of a very small number of students who demonstrate more challenging behaviour are not sharp enough to provide more effective guidance to staff.
- Students say they enjoy coming to school and feel very safe while they are there. Attendance is rising and the use of exclusion from school as a sanction has been all but eliminated. The attendance of students supported by the pupil premium is closely monitored to ensure they benefit fully from being in school.

### **The leadership and management** are outstanding

- The inspirational leadership of the executive headteacher has been central to the school's transformation. In conjunction with senior staff, he has ensured a relentless and powerful drive

for continuous improvement. There is a clear and widely shared vision for the future of the school, serving - and at the heart of - its community.

- Capacity to improve further is outstanding. Although partnership working with another school was pivotal in building early momentum for improvement, this has developed to become one of mutual support. Evidence of the impact of leadership at all levels can be seen in the school's impressive track record across every aspect of its work. Jarrow School is now reaching out to help other schools further afield.
  - Strategic planning is based on an insightful evaluation of wide-ranging evidence. Policies and procedures are applied rigorously and consistently and their effectiveness is regularly checked. Plans are frequently reviewed and amended as necessary.
  - Strategies to improve teaching are concerted and effective. Targeted support is provided for weaker practice and all teachers benefit from working together to improve their teaching. As a result the overall quality of teaching is improving rapidly. Although leaders frequently check the quality of teaching through visits to lessons, the records of these checks do not always provide teachers with clear enough points for improvement.
  - The way in which teachers are set targets to improve is robust and rigorous. Salary progression and promotion are closely linked to performance and evidence of improvement. Underperformance, where it occurs, is tackled robustly and appropriate pay recommendations are made to the governing body.
  - The local authority has provided important and timely support, particularly for the governing body. It has worked very effectively in partnership with the school. This has included, for example, expert advice for the school in reviewing the quality of teaching in English and mathematics.
  - The school enjoys the increasingly strong support of parents. In a recent survey undertaken by the school to sample the views of parents, the significant improvement in students' behaviour was widely recognised.
  - The range of courses provided by the school makes a very strong contribution to students' achievement, particularly for low-attaining students and students with special educational needs. Leaders act quickly to ensure the choice of subjects matches closely the needs and aspirations of different groups of students, including for those students who attend the Post-11 Autistic Centre. A few students attend a local college for a small part of their week. The school monitors their achievement closely to ensure they continue to make good progress.
  - **The governance of the school:**
    - Governors are very well informed about the work of the school including in relation to how well the quality of teaching is improving. They are confident in holding leaders and managers to account for performance and are able to do so with guidance provided through the local authority. The governing body maintains first-hand contact with the school through links to subject departments. It is closely involved in decisions to do with salary progression, including in reviewing the performance of the executive headteacher. The governing body is fully aware of the details of pupil premium spending and receives termly updates on the achievement of different groups of students.
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## What inspection judgements mean

School		
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

<b>Unique reference number</b>	133725
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	406549

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	579
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Stokes
<b>Headteacher</b>	Ken Gibson
<b>Date of previous school inspection</b>	25 November 2010
<b>Telephone number</b>	0191 428 3200
<b>Fax number</b>	0191 428 3202
<b>Email address</b>	info@jarrowschool.com



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