

# Jarrow School

## Inspection report

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<b>Unique Reference Number</b>	133725
<b>Local Authority</b>	South Tyneside
<b>Inspection number</b>	360580
<b>Inspection dates</b>	25–26 November 2010
<b>Reporting inspector</b>	Margaret Farrow 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>	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>	Mrs Jean Stokes
<b>Headteacher</b>	Mr Ken Gibson
<b>Date of previous school inspection</b>	7 October 2009
<b>School address</b>	Field Terrace Jarrow Tyne and Wear NE32 5PR
<b>Telephone number</b>	0191 428 3200
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<b>Email address</b>	info@jarrowschool.com

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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 25 teachers seen. Inspectors held meetings with the executive headteacher and head of school, two representatives from the governing body, staff and groups of students. They observed the school's work and looked at a selection of documentation including procedures for safeguarding students and a range of policies. Seventy one parents and carers returned the Ofsted questionnaire and their responses were analysed. Inspectors also considered responses from 58 staff and 101 student questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The extent to which all students across the school make sufficient progress.
- The impact of the school's work on students' health, safety, enjoyment, achievements and well-being.
- The impact of leaders beyond the headteacher, particularly middle leaders.

## Information about the school

Jarrow is smaller than the average-sized secondary school and the proportion of students attending has fallen year-on-year. Most students are from White British backgrounds and the number of students from minority-ethnic communities is well below that found nationally. Over a third of students are known to be entitled to free school meals; this is more than double that found nationally. Forty per cent of students are identified as having special educational needs and/or disabilities. This is also well above the national average, as is the proportion of these students who have a statement of special educational needs. The school provides specialist support for a number of students with hearing impairment and autistic spectrum disorder difficulties from across South Tyneside.

The school's specialist status in engineering was re-designated in July 2010. It also holds the nationally recognised award, the Healthy Schools Standard. The school was given a notice to improve as a result of its Ofsted inspection in October 2009. Since the last inspection, the headteacher has left and the school has become part of a National Challenge Trust with a local high performing school, Harton Technology College. The headteacher of Harton is now the executive headteacher of Jarrow. The executive headteacher is a National Leader of Education; part of the National College of School Leadership's strategy to use leaders of outstanding schools, and their teams, to support schools in challenging circumstances. The school moved into new purpose-built accommodation shortly after the last 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**

**2**

## Main findings

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief inspector is of the opinion that the school no longer requires significant improvement. Virtually all outcomes for students and aspects of the school's work have improved significantly since the inspection a year ago. As one parent so eloquently commented, 'This school has fantastically improved over the last year.' Significant strengths include the good care, guidance and support provided to students, the extent to which students adopt healthy lifestyles and the effectiveness with which the school promotes equality of opportunity. Students' behaviour is also good; they work and talk together harmoniously in class or as they move around the school. Their mature behaviour at break times and at lunchtimes in the 'Recharge' eating area is exemplary.

Whilst the school's overall effectiveness is currently satisfactory, it is improving rapidly. Attainment is now substantially better than it was at the time of the previous inspection. For example, the proportion of students attaining five GCSE examinations at grades A\* to C including English and mathematics has risen from well-below average to broadly average. Overall, Year 11 students now make satisfactory progress given their generally below average starting points on entry into Year 7. All groups of students, including those with special educational needs and/or disabilities make similar progress to their peers because of the good quality individual interventions and support provided. The proportion of students attaining five good GCSEs has rocketed since 2008 and is now well above average. Although the proportion of students attaining a grade C or above in English or mathematics at GCSE remains below average, the gap between the school and the national average is narrowing well. The school is aware that more students need to attain higher grades in these subjects.

The quality of teaching is satisfactory overall. The majority of teaching is good or better but the school knows that all teaching needs to be at least good, to fully tackle the previous underachievement in the school. The proportion of good teaching is improving briskly due to good continuing professional development that includes the sharing of good practice with expert teachers from within school and the partner school, and from tenacious monitoring and evaluation by senior leaders and middle managers. Regular assessment procedures ensure that all staff know how well students are doing, and in good lessons this knowledge is used carefully to plan learning that meets the individual starting points of each student. In satisfactory lessons, this information is not always used well enough to make sure all students make the best possible progress, particularly those of higher ability. Very occasionally, teachers' assessments in mathematics are inaccurate.

The good curriculum is strengthened further by an increasingly wide range of options for students, strong partnerships with international and local businesses and the diverse range of well attended after-school activities. Together with the school's engineering

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specialism, students' good oracy skills, personal qualities, rapidly improving attendance, promptness to lessons, and raft of enterprise activities, are all making a positive difference to students' future options. Virtually all students progress into education, employment or training at the age of 16.

Partnerships are successfully harnessed to promote students' learning and well-being. Partnerships with leaders and staff from Harton Technology College are outstanding because they have been pivotal in helping to rapidly improve all aspects of the school's work. Senior and middle managers, staff and governors have successfully built a strong vision for improvement. Energised by the executive headteacher and head of school, leaders and managers share a collective and increasingly successful determination to transform the lives of all students.

The senior team all lead by example in the classroom and provide a strong focus on securing good progress of pupils. Staff and the governing body are fully involved in the school's self-evaluation process, which is accurate and clearly identifies what is working well and what needs to improve further. Outcomes from self-evaluation and recommendations for improvement identified at the time of the last inspection feed into exceptionally good strategic planning which is monitored and evaluated assiduously for impact. Consequently, there is little that the school is not already doing to improve weaker areas. All recommendations made following the previous inspection have been either tackled or are being tackled well.

Governance arrangements have been strengthened. The good, insightful and knowledgeable governing body, including trustees, meet their statutory duties well, successfully challenging and supporting the school in equal balance. They are well informed and use information and data to make sure the school is keeping on track in its quest for improvement. Due to the range of actions described above, the school is firmly on its way to achieving its ambition and has good, and rapidly improving, capacity to sustain the good work and improvement already begun.

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

- Improve standards in English and mathematics to at least match the national average, including increasing the proportion of students attaining higher grades by:
  - ironing out the remaining inconsistencies in teaching and the use of assessment information to ensure lessons always take account of students' individual starting points, particularly for higher ability students
  - carrying out further moderation of mathematics assessments with teachers to ensure all assessments of students' work are accurate.
- About 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.

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

Senior and middle leaders closely monitor teaching and the progress of all individual students and different groups of students well. Information from these activities and other evidence provided by the school, book scrutiny and lesson observations during the

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inspection, show that overall, students' attainment in most lessons is average and students make satisfactory and sometimes good progress in their learning. This represents good improvement from the time of the last inspection. Learning and progress are improving rapidly as a result of underpinning improvements in the quality of teaching, the better use of data and the improved curriculum. Taking into account the progress students have made from Key Stage 2 to Key Stage 4 over the last three years, as well as the current work of the school, their progress has improved from unsatisfactory to satisfactory in 12 months and is continuing to accelerate well.

Students say they enjoy school and this is seen in their improving attendance, promptness to lessons and good attitudes to learning. Virtually all students, parents and carers who responded to the inspection questionnaires report that students are safe. Students who spoke to inspectors were very positive about how well they are safeguarded, this includes older students 'looking out' for younger ones. Students at risk of disengaging with learning are very well supported by the school's learning and behaviour support strategies and by the help they get in the behaviour support unit. As a result there has been an impressive reduction in the number of student days lost to fixed-term exclusions and permanent exclusions have been virtually eradicated. Concerted actions have been taken to enable students to make a greater contribution to the work of the school and to the wider community. They value their increasing roles and responsibilities, such as school councillors and peer-mentors. Students are now well regarded in their local community as a result of activities such as cross-generational work and the increasing number of opportunities for members of the community to take part in whole-school activities such as Remembrance Day and harvest festivals.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Good relationships between teachers and students are typical of almost all lessons and help to build a trusting atmosphere. Students are keen to learn and feel confident to express their views and opinions. Planning is consistently good across the school. The school's judgements of the quality of teaching are accurate. As a result less-effective teaching is quickly identified and support put in place to help continue to improve its quality. In good lessons students' oracy skills are developing well as a result of well-targeted teacher questioning and opportunities for students to discuss their work in groups or pairs. Teaching proceeds at a lively pace and teachers provide a variety of interesting tasks, judiciously matched to students' individual abilities and interests. Constructive feedback and accurate oral assessment throughout the lesson helps students know how well they are doing and what they need to do to progress further.

Good and regular formal assessment of students' achievements is helping to drive the continual improvement in teaching and learning. Teachers are increasingly, and successfully, using assessments of students' prior learning to set tasks that challenge and engage them. In a few satisfactory lessons some students, particularly those of higher ability, are still not challenged enough because the good assessment information is not always used well enough to move students quickly on in their learning. Improvements to the curriculum are contributing to students' rising attainment and their improving levels of attendance, for example, the qualification in enterprise and work skills and the outdoor

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sports programme that is highly regarded by students. A wide range of well-attended enrichment activities successfully supplement the curriculum, including music clubs, the techno-gym and competitive sports.

The school rightly prides itself on the good support, care and guidance provided to students and every effort is taken to enable them to make the most of their time at school. Students say they are well cared for and appreciate the improvements that have been made in the last year. Staff go out of their way to include more vulnerable students in activities that will help them to build their confidence and self-esteem. Alongside strong pastoral support, the school has developed good and wide-ranging partnerships with agencies such as health, the police, education, welfare and children's social care services, in order to quickly secure extra support for students and their families, in times of acute need.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>2</b>

**How effective are leadership and management?**

Staff and students speak of a tangible difference to the atmosphere in the school since the last inspection and to the leadership and management of the school. The new school provides an inviting, calm and purposeful climate for learning and morale is high amongst staff and students alike. Staff report that they are proud to be part of the school and have good opportunities to develop professionally. Middle managers relish their increased responsibilities and accountability and all feel their contributions are valued. Leaders currently judge the partnership with parents and carers as satisfactory, this is because they are determined to further improve the good work they have begun. For example, leaders have recently conducted another survey of their views, following feedback from their first survey, and are in the process of developing a parents' and carers' group to enhance liaison between home and school.

Every effort is taken to ensure that there is equality of opportunity for all. This can be seen in the way that any minor gaps remaining between the attainment of different groups of students are narrowing well. Action such as the development of a community cohesion plan, diversity days, and weeks, and the increasing work locally, nationally and globally, promotes students understanding of community cohesion well. The safety and well-being of students are also paramount, and good safeguarding procedures assure the safety of students either in school, when out of school on visits, or when attending the good range of work-based or college-based provision. There are strong and clear management responsibilities regarding child protection and students are certain that they know who to approach if they have a concern or a complaint. Safe recruitment practices



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are well embedded and the way that the school checks the suitability of staff against the Criminal Records Bureau is exemplary.

*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 met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>3</b>

## Views of parents and carers

A small proportion, around 12%, of parents and carers responded to the inspection questionnaire. The proportion of positive responses is above that found nationally for secondary schools. Almost all are happy with their child's experiences at school, they consider the school keeps their children safe and the school is well led. Inspectors endorse these views. All parents and carers, who responded, consider that their children are making enough progress. Inspectors have judged that students make generally satisfactory progress in their learning. The rate of progress is accelerating due to the good work now taking place and represents a significant improvement since the last inspection a year ago. A few parents made additional comments: 10 were very positive and seven had individual concerns. No themes emerged from these individual comments and views were fed back to the headteacher so the confidentiality of the parent or carer would not be compromised.

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

Ofsted invited all the registered parents and carers of pupils registered at Jarrow 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 599 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	46	35	49	3	4	0	0
The school keeps my child safe	31	44	39	55	1	1	0	0
My school informs me about my child's progress	32	45	36	51	3	4	0	0
My child is making enough progress at this school	38	54	33	46	0	0	0	0
The teaching is good at this school	29	41	41	58	1	1	0	0
The school helps me to support my child's learning	24	34	44	62	3	4	0	0
The school helps my child to have a healthy lifestyle	19	27	51	72	1	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)	27	38	40	56	2	3	0	0
The school meets my child's particular needs	29	41	39	55	2	3	0	0
The school deals effectively with unacceptable behaviour	28	39	35	49	4	6	0	0
The school takes account of my suggestions and concerns	23	32	42	59	5	7	0	0
The school is led and managed effectively	32	45	35	49	2	3	0	0
Overall, I am happy with my child's experience at this school	43	61	26	37	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



29 November 2010

Dear Students

**Inspection of Jarrow School, Jarrow NE32 5PR**

Thank you for making the inspection team and myself so welcome when we inspected your school recently, especially those of you who took time to speak to us. We were impressed with your good behaviour and are glad that you say you enjoy school and feel safe. Your behaviour at break-times and at lunchtimes in the 'Recharge' eating area is exemplary. Virtually all of you, and the parents and carers who completed the inspection questionnaires, were very positive about the quality of education and care you receive. We have judged the school to be providing you with a satisfactory and rapidly improving education. Your attainment is now similar to other students nationally and you are making satisfactory and sometimes good progress in your learning due to the improvements in leadership and management, teaching, the curriculum and teachers' use of assessment information. You told us how much things had improved since the last inspection and since the move to the new school. The school has many strengths, including the care, guidance and support provided to you, the way you develop healthy lifestyles and the increasing opportunities you have to contribute to the school and the wider community in Jarrow. Although we have judged teaching as satisfactory overall, we know that over half of it is good or better and it is improving rapidly.

Senior leaders monitor your achievements and the work of the school carefully. They know exactly what needs to happen to improve things further. Therefore, we have suggested only a small number of areas for improvement. The school wants more of you to attain well in English and mathematics so we have asked Mr Gibson and his team to make sure that all teaching is at least good and that all teachers use the accurate information they have, about how well you are doing, to pitch lessons that always take account of your different starting points, especially for those of you who are more able so that you are all stretched to achieve your best.

Thank you again and on behalf of the inspection team, please accept our very best wishes for the future.

Yours sincerely

Mrs Margaret Farrow

Her Majesty's Inspector

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