

Wallsend Jubilee Primary School

Mullen Road, High Farm, Wallsend , Tyne and Wear, NE28 9HA

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress overall from their starting points, which are below those typical for their age. By the time they leave Year 6, standards are average.
- Teaching is good. Pupils have good relationships with their teachers and enjoy school. They are attentive and responsive learners who are eager to please.
- Teachers explain work clearly and pupils are encouraged to consider their work and how well they have achieved against their targets. This helps them to progress well.
- The school nurtures pupils very well. It is calm and supportive especially for those pupils who find it more difficult to engage in learning.
- Pupils with the resourced unit are supported by staff who understand their individual needs consequently they make good progress.
- Staff work successfully to keep pupils safe and happy. Pupils feel very safe. They are happy, behave well and want to please their teachers. Parents support these views. They say that staff care for their children well and concerns are addressed quickly and effectively.
- The school has moved forward considerably since the last inspection. The excellent teamwork of the headteacher and deputy headteacher, together with the work of senior leaders, has improved the quality of teaching and the outcomes for pupils.
- There is a very good understanding of the strengths and weaknesses of the school. Governors work closely and successfully with leaders to identify where improvements are needed and what needs to be done to achieve this.

It is not yet an outstanding school because

- Progress in mathematics is not as good as that in reading and writing. Pupils' knowledge of basic mathematical skills is insecure, and teachers do not always challenge pupils at the appropriate level. There are insufficient opportunities to use mathematics meaningfully in other subjects.
- The roles of middle leaders are at varying levels of development. There are too few opportunities for them to check the quality of teaching and outcomes for pupils. Checks are not made to ensure that, when pupils achieve targets in lessons, they are provided with additional challenge.

Information about this inspection

- Inspectors visited 18 lessons. In addition, the inspection team made a number of short visits to other lessons and listened to pupils reading. The headteacher and deputy headteacher took part in two joint observations with two inspectors.
- Separate discussions were held with the headteacher, staff, members of the governing body and a representative from the local authority. The opinions of 31 members of staff were also considered from their questionnaire responses.
- Inspectors observed the school’s work, looked at children’s learning journals, staff planning journals, data on pupils’ progress, planning and monitoring documentation and information relating to the welfare of pupils and safeguarding.
- Inspectors took account of the 53 responses to the on-line questionnaire (Parent View) in planning the inspection. In addition, account was taken of a telephone call and discussions with parents at the start of school on the second day of the inspection.
- Inspectors observed pupils during morning playtime and lunchtime, and attended an assembly.

Inspection team

Kate Pringle, Lead inspector	Additional Inspector
Derek Sleightholme	Additional Inspector
Benjamin Harding	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those children in local authority care or those whose parent is in the armed forces, is average.
- The vast majority of pupils are of White British background.
- The proportion of pupils supported through school action, schools action plus or with a statement of special educational needs is below average.
- A special unit for pupils with moderate learning difficulties provides for pupils drawn from a number of local schools. Currently seven pupils attend the unit, most of whom have a statement of special educational needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Increase the progress that pupils make in mathematics across the school to equal the good progress made in reading and writing by:
 - securing pupils' knowledge and use of basic skills to speed up their mental agility
 - making sure that tasks and activities fully challenge all pupils so that they learn quickly and make the best possible progress
 - providing more opportunities for pupils to use their mathematical skills in more meaningful contexts in other subjects.
- Improve the quality of leadership and management by:
 - extending the roles of middle leaders to check on the quality of teaching and learning in their areas of responsibility through lesson observations and work scrutiny
 - making regular checks on how teachers use assessment in lessons to recognise pupils' achievement and when to move them on to the next challenge.

Inspection judgements

The achievement of pupils is good

- Children settle well into the Early Years Foundation Stage and quickly gain in confidence. They enter nursery with skills below those typical for their age and make good progress with their attainment being average when they start Year 1.
- Learning in letters and sounds (phonics) is good enabling pupils to achieve levels which are average in the Year 1 screening check and above average by the end of Year 2. This helps pupils to continue to make good progress in their reading skills in later years as they confidently sound out simple words and attempt more difficult ones.
- The improvements to teaching have had a positive impact on pupils' learning and are reflected in the improving standards in reading, writing and mathematics by the end of Year 2. In the current year group, the school's records show more pupils are expected to achieve at the higher levels. Overall, pupils achieve in line with national averages in all three subjects and show good and sometimes outstanding progress from their starting points in Year 1.
- At the end of Year 6, similar improvement has enabled pupils to raise their standards. From levels that were below average in past years, pupils reached standards significantly above average in 2013 in reading, writing and mathematics. Over time, pupils' attainment when they leave Year 6 is average.
- Although attainment in the current Year 6 is expected to be lower than in 2013, the school's data shows more of the most able pupils are expected to achieve at the higher levels in writing and some are expected to achieve Level 6 in mathematics. This represents good progress from these pupils' starting points.
- Overall, pupils' progress is good. In some areas it is outstanding, particularly in reading and writing which have been particular areas of action for the school. In those classes where teachers' expectations are lower, however, progress is not as good.
- Where progress is good or better, teachers use their knowledge of what pupils can do to set tasks which appropriately challenge the differing learning needs of groups of pupils. In these classes, the progress of the most able pupils is good with more pupils showing rising standards. Where pupils do not learn as much as they could, this is because some find the work too easy and others too difficult.
- By the end of Year 6, pupils who are known to be eligible for free school meals make good and often better progress compared with other pupils who are not eligible. Their attainment in Year 6 in 2013 was about one year ahead of similar pupils nationally in reading, writing and mathematics. The pupil premium funding allocated to support these pupils is spent wisely to promote their reading and writing skills in particular. Any gap between their attainment and other pupils in the school has narrowed.
- Pupils who are taught within the additionally resourced provision make achieve well. Other disabled pupils and those with special educational needs also achieve in line with others in the school. Their needs are well met by teachers and their assistants through small group and individual work with closely targeted support to speed up their progress. Present tracking information indicates that their progress is at least equal to that of others in the school and is often higher.

The quality of teaching is good

- In most classes, teaching is good and in some is outstanding. Pupils respond very well to questions and make good use of 'talk partners' as they consider the ideas of their friends. Pupils are attentive and work hard to achieve what their teachers ask of them.
- In the Early Years Foundation Stage, children confidently take part in exciting activities both indoors and outside. They are happy and enjoy learning alongside adults or as they investigate activities themselves. Staff recognise their emotional and welfare needs and nurture these

children very well through these early years. Learning is good and sometimes outstanding. Children progress well from their starting points.

- Much use has been made of a purchased reading and writing scheme to improve pupils' achievement. This has extended the knowledge and teaching capabilities of teachers and teaching assistants and is leading to the improved progress of pupils across the school.
- New actions for improvement identify that mathematics requires similar development with staff training to secure consistently good progress across the school. Presently not all pupils are able to use basic skills well, for example, to add, subtract, multiply and divide quickly and easily, and this hinders their progress as they move on to more difficult calculations.
- Pupils are eager to please their teachers and interested to learn. In Key Stage 1, pupils used their knowledge of numbers which make 10 as they added tens and units together up to 100, and beyond for the most able. Pupils were highly motivated, enthusiastic and lively as they responded to the teachers' high expectations. Pupils' misunderstandings were picked up quickly and staff recognised when pupils needed further challenge. Pupils progressed well as a result.
- Most teachers use their understanding of what pupils know to set activities which challenge at the appropriate levels. Sometimes however, this is not the case. Tasks do not always fully interest pupils and when this happens they sometimes become distracted and less involved in learning. At these times, pupils do not learn as well as they should.
- Teachers make successful links between subjects providing good opportunities for pupils to use their skills in reading and writing as they write about, for example, different periods in history or record their science results. However, opportunities to use mathematics in ways which are real and meaningful to pupils are fewer.
- Books are marked regularly and teachers consistently apply the same scheme. Teachers' comments share successes with pupils and indicate how to improve work, or what pupils need to learn next. Pupils have the opportunity to return to marked work and respond to teachers' comments through corrections and redrafting parts of their writing. This helps them to see where they have gone wrong and use this to make better progress. In the few examples where this does not happen, pupils are less likely to understand their mistakes and take longer to move on to the next stage in learning.
- Well-trained teaching assistants work closely with teachers. They complement learning very successfully, supporting groups and individuals within and outside the classroom particularly in reading and writing. Their work with those pupils who find learning more difficult is particularly effective.
- Pupils in the additional resource provision benefit from the small group and close working relationships they have with the staff. There is an excellent understanding of the differing needs of individuals. Teachers carefully check their levels of attainment and have clear expectations of achievement in reading, writing and mathematics but also for pupils' social and emotional needs. Close working relationships with parents supports pupils' learning well.
- The majority of parents say that they believe teaching to be good and that their children progress well. The findings of the inspection team agree with this view.

The behaviour and safety of pupils are good

- Pupils are encouraged to be thoughtful and to consider right and wrong. They care for their friends and have successful relationships with teachers and other staff in the school.
- The school's work to keep pupils safe and secure is good. Pupils are very happy in school, they enjoy their work and play and say that school is a really safe place to be.
- Pupils are well supported to become increasingly responsible for their actions as they move through the school. In lessons, pupils learn how to recognise different dangers they might face, for example, when they use the internet, and they are taught to make sensible choices. Older pupils benefit from working with the emergency services to understand the dangers outside of school and home.
- The behaviour of pupils is good. Pupils understand the code of behaviour and this is consistently

applied by all staff. Pupils believe behaviour to be good usually but recognise that sometimes it can be less so. They say that staff quickly address any poor behaviour quickly. In most lessons, pupils listen carefully and are highly focused on their work. Behaviour observed in lessons was good and sometimes outstanding. In some lessons, when they are not sufficiently challenged or motivated to learn, some pupils can become distracted as they lose interest.

- Pupils move around the school sensibly and are polite and well mannered. Older pupils enjoy their roles of responsibility in the school council and as buddies for younger children.
- Pupils understand the different forms that bullying can take. They say that bullying can occasionally happen but pupils are very confident that staff listen carefully to their concerns and address any instances quickly and effectively.
- The majority of parents agree with their children that behaviour is good, their children are safe and bullying is not a concern. Issues raised during inspection were fully investigated. The findings of the inspection team agree with pupils and parents that both behaviour and safety are good.
- Attendance is average and the proportion of pupils with persistent absence is much reduced and now in line with the average. Most absence is now due to illness and the vast majority of pupils get to school on time. Recent initiatives to improve attendance have been very effective and attendance is improving. Links with families through the care and support leader have been very effective and this is reflected in pupils' improving attendance and the greater involvement of parents in their children's learning.

The leadership and management are good

- The school has improved considerably since the last inspection. The relentless drive to improve the quality of teaching and raise standards has been successful. The headteacher works closely with the deputy headteacher, whose skills she values immensely. She fully recognises his very effective work to move the school forward during a period of instability for the leadership team.
- Senior staff have an excellent understanding of the strengths and weaknesses of the school. A highly-focused development plan identifies areas for improvement and how these will be achieved. There is constant review of the impact of training and support on the quality of teaching and outcomes for pupils. Regular checks are used well to redirect actions where needed.
- Middle leaders are at different stages in developing their roles and many are at an early stage. This is because leadership has been held firmly in the hands of senior leaders since the last inspection. This situation is changing and middle leaders are beginning to manage their responsibilities with individual support. Already some can show the impact of past actions to improve pupils' progress. This can be most evidently seen in pupils' improving standards in reading and writing. Mathematics leaders have already begun to develop their skills and are ready to train and support teaching staff.
- Senior leaders regularly check the quality of teaching. They are accurate in their assessments. They correctly identify weaker teaching and support teachers with appropriate training. Although there can be lower levels of challenge in some classes, the school is committed to providing equal opportunities for all pupils. Any form of discrimination is not tolerated.
- The process of teachers' review is rigorous and staff are well aware of the expectation to meet required targets or to meet the responsibilities of their leadership. Each teacher has the quality of their teaching linked to the progress pupils make in their class, which is then reflected in any pay award.
- The curriculum meets the needs of pupils well and the school is preparing well for the advent of the new curriculum in September 2014. Pupils make a variety of visits to learn about different places and times and older pupils enjoy the challenges of outdoor activities centres. Visitors to the school extend pupils' experiences through sport and the creative arts of music and drama.
- Pupils' spiritual, moral, social and cultural development is promoted very well and is reflected in their good behaviour and their care for each other. Pupils are encouraged to recognise and

celebrate different religions and cultures; some have pen-pals in China.

- The pupil premium and primary school sports funding are carefully allocated to make sure eligible pupils make good progress and all pupils become more physically active. The use and impact of the pupil premium funding are shared with parents through the school website. The leader for physical education has a clear action plan which includes how to check on the impact of additional physical activities on individual fitness levels, as well as the increased uptake in sports and the development of pupils' performance. Improvements to the teaching of physical education are being developed by trained coaches who are working alongside teachers.
- The local authority has worked very closely with the school over the past months. It recognises the improvements the school has made since the last inspection. Over the past months, the school's advisers and staff from a local outstanding school have supported the school well to raise the quality of teaching, improve the analysis of pupils' work and evaluate school data.
- **The governance of the school:**
 - The governing body has undergone significant changes since the last inspection and is now able to draw on the educational expertise of many of its members. The strengths and weaknesses of the school are very well understood and carefully checked by the governors who have specific areas of responsibility. Governors recognise the improvements made but are not complacent and constantly challenge school improvement. They believe teaching to be good, or better, and talk knowledgeably about the progress pupils have made in reading and writing. Mathematics is clearly part of their next focus, as well as the roles and responsibilities of middle managers. Working relationships with senior leaders are close and successful as both groups use the well-directed school development plan alongside data and observations to ensure that the actions for improvement are on schedule and are effective.
 - Governors manage finances carefully, including how staff are rewarded. The school is held to account for the spending of additional funding, such as the pupil premium and primary school sports funding which are accounted for on the website. Safeguarding practices are well documented and meet statutory requirements.

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

Unique reference number	108594
Local authority	North Tyneside
Inspection number	441391

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Judy Williams
Headteacher	Ann Thornton
Date of previous school inspection	27 November 2012
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