

West Jesmond Primary School

Tankerville Terrace, Newcastle-Upon-Tyne, Tyne and Wear, NE2 3AJ

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' excellent progress and high achievement are driven by the school's aspirational target setting. Ensuring success for every pupil is at the heart of this highly inclusive school's work.
- Pupils who are disabled, have special educational needs, or speak English as an additional language are supported to make exceptional progress to achieve as well as their peers.
- High expectations and excellent relationships underpin high quality teaching. Staff expect pupils to work hard which they willingly do.
- Behaviour is exemplary in classrooms and during social times in the playground. Pupils are friendly and caring with one another, happily following the excellent example set by older pupils in Year 6.
- Excellent pastoral care ensures pupils are safe and secure in school. Pupils feel safe and thrive in this supportive learning community.
- Early years provision in the Reception classes is outstanding. Children settle quickly in the vibrant, exciting environment because of the care and attention they receive when they join.
- The exciting curriculum fires pupils with a love of learning and the curiosity to constantly find out about new things. While it has developed rapidly under the deputy headteacher's leadership, it is not yet consistently excellent in every class. The many memorable learning experiences in and out of school provide excellent support for pupils' spiritual, moral, social and cultural development.
- Excellent leadership by the headteacher and deputy headteacher ensures that excellent practice is shared, so that middle leadership is constantly improving and driving the school forward. The school is developing an impressive record of developing its leaders.
- Governors hold the school's leaders robustly to account for their performance and are very well informed about the quality of teaching. Together with the headteacher, they provide an inspirational vision for the development of the school and its contribution to the wider learning community in the locality.

Information about this inspection

- The inspectors observed lessons or parts of lessons, several of which were carried out jointly with the headteacher and deputy headteacher.
- Discussions were held with members of the governing body, senior and middle leaders, staff and pupils.
- Inspectors observed the school at work and looked at a range of documentation, including that relating to the school's safeguarding policies and procedures, information about pupils' progress and attainment, the school's evaluation of its own performance and the school development plan.
- Inspectors examined pupils' work on display and in their exercise books, and listened to pupils read.
- Inspectors took account of 107 responses to the online questionnaire, Parent View, and of 27 questionnaires returned by staff.

Inspection team

Moira Fitzpatrick, Lead inspector	Additional Inspector
Barbara Hudson	Additional Inspector
Alison Aitchison	Additional Inspector
Alan Sergison	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is well below average. The pupil premium is additional government funding to provide help pupils known to be eligible for free school meals and for pupils looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- Almost half the pupils are from minority ethnic groups and speak English as an additional language.
- Early years provision is full time.
- The school met the government's current floor standards in 2014, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.
- Since the previous inspection, there has been a high turnover in staff. Since that time, the governing body has appointed a new headteacher, deputy headteacher and assistant headteacher.

What does the school need to do to improve further?

- Fully implement the school's ambitions for the curriculum by sharing the best practice in the content of topics and the quality of planning so that all pupils benefit from the very best the school has to offer.

Inspection judgements

The leadership and management are outstanding

- The headteacher has been relentless in his drive to achieve the highest levels of attainment and progress for pupils since he joined the school. His ambitious vision is fully supported by senior leaders, governors and staff at all levels, who constantly challenge themselves to improve the school's provision for learning.
 - Leaders at all levels show steely determination to improve already high quality provision and improve outcomes for pupils even further. The school's monitoring of its own effectiveness is extremely robust. Evaluation is incisive and accurate, and actions to continually improve the school are highly effective.
 - Knowing every child as an individual is at the heart of the school's success in promoting pupils' outstanding achievement. Rigorous systems to assess and track pupils' learning give teachers and support staff accurate information from which to plan future learning and set targets that will challenge pupils to do their very best. Progress meetings ensure that any pupil at risk of falling behind is quickly spotted and supported to catch up. Pupils who join the school speaking English as an additional language benefit from excellent teaching to help them rapidly master communication skills so that they are able to learn alongside their classmates. These systems ensure that the school's promotion of equal opportunities is outstanding.
 - The role of middle leaders has expanded rapidly in the last three years because of the headteacher's determination to develop the talents and enthusiasm of all staff to the full. This initiative is making a huge contribution to the continuous development of the curriculum as staff extend their ambitions for their subjects and for pupils' achievement.
 - The exciting and challenging curriculum covers a wide range of subjects in and out of the classroom. It makes good use of the school's rich ethnic and cultural mix and diversity of languages to develop pupils' understanding of modern British society and to learn about tolerating and celebrating difference. It involves regular off-site visits and visitors to the school; provides opportunities for enterprise and working with local experts from Newcastle University. Above all, the curriculum drives a thirst for knowledge and a love of learning for both pupils and their teachers. High-quality curricular developments, aligned to the latest government guidance, are skilfully managed by the deputy headteacher, who leads by example in his own classroom practice. However, it is recognised that this high quality is not entirely even across the school.
 - Pupils accept differences in viewpoint and beliefs and are sympathetic to any pupil who is experiencing difficulties. They have learned to uphold British values of fairness, and the rules and structures which keep everyone safe. They understand that discrimination of any kind is not tolerated in the school, which is highly successful in fostering excellent relationships and respect between pupils from diverse backgrounds.
 - The continuous focus on improving teaching, led by the headteacher and deputy headteacher, ensures that staff are able to meet performance targets that are designed to improve outcomes for pupils. The rigorous management of teachers' performance drives improvement at a rapid pace as staff are coached, share best practice and reflect on how to improve their own teaching skills. This aspect of the school's work has established excellent teamwork and a collegiate approach to developing a teacher's own and each other's performance.
 - The school uses primary sport funding well to promote active lifestyles and physical well-being by involving professional coaches who work with each year group to develop specific skills, in both the pupils and teachers. Included among these varied activities is one designed to help Year 5 pupils learn the skills to coach younger pupils. Competitive sport is promoted through a wide range of sporting activities, including football, swimming and basketball.
 - Pupil premium funding is well used to support disadvantaged pupils. The school's tracking system has developed so that the progress of these pupils is closely monitored to ensure they make the same progress as other pupils.
 - The school's arrangements for safeguarding pupils are effective and fully meet statutory requirements.
 - Parents are kept very well informed about the work of the school and how well their children are doing. Parental support for the school is overwhelmingly positive.
 - The local authority provides light touch support for this successful school. The school's leadership is skilled and innovative and is used as a resource for others within the schools in the Ouseburn Learning Trust.
- **The governance of the school:**
- Governors show exceptional commitment to the school's continuous improvement. Active links across all areas of the school provide them with a strong basis for their accurate evaluations of the school's work, and give them an excellent understanding of the school's strengths and areas for further improvement.

They have a good understanding of school performance data and the quality of teaching. Governors ensure that funding is allocated well to achieve good value from spending decisions. For example, they are aware of the impact of pupil premium spending and hold leaders to account for the achievement of all groups of pupils. Governors rigorously manage the headteacher's performance and are involved in agreeing the salary progression of only those staff who fully meet their performance targets. There is a clear policy for tackling underperformance, which includes close monitoring, support and short-term targets. Governors' commitment and dedicated service to the school could not be stronger.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. It is exemplary in classrooms and during social times. From an early age pupils learn much about the need for tolerance of different beliefs and cultures. This ensures that they develop positive relationships with their classmates and others in the school. School staff set an excellent example in promoting British values of tolerance, acceptance and fairness, which pupils readily adopt. This produces excellent relationships in this vibrant, diverse and exciting school community.
- Pupils consistently demonstrate excellent attitudes to learning. They follow routines and teachers' instructions promptly so that time is very well used in lessons. From the earliest age, pupils show great respect for each other and their teachers by listening closely in lessons. This encourages all to speak confidently to express their ideas or to ask questions to improve their understanding. Pupils work with great enthusiasm and diligence to please their teachers by meeting their high expectations of hard work.
- Pupils in all classes are given opportunities to contribute to the smooth running of the school. They readily take on responsibilities as school councillors, sports leaders and playground buddies. They also relish other opportunities, for example, taking part in whole-school activities such as the exciting, 'West Jesmond's Got Talent' event, where many showcased their talents in a concert for parents, and then again in a whole-school assembly. However, not all pupils were prepared for the talents of their teachers' 'Riverdance Team', which held them spellbound and agog, with their energy and enthusiasm for dancing.

Safety

- The school's work to keep pupils safe and secure is outstanding. Excellent pastoral care means that pupils are well known to staff, who are quick to spot any changes in behaviour or learning. Highly effective systems are in place to respond to pupils' changing needs, and the school constantly adjusts its provision to respond rapidly to the needs of the individual.
- Pupils agree that they have been well taught to keep themselves safe and have absolute trust in adults to look after them. They understand the potential dangers of the internet and social media, and how to respond to situations in order to stay safe.
- Pupils have a very clear understanding of different types of bullying, including prejudice-based bullying. They are adamant that bullying rarely occurs but when it does it is dealt with very quickly by staff, 'and the headteacher'. Pupils speak highly of the support they receive to 'sort out squabbles and make friends'.

The quality of teaching is outstanding

- The headteacher and deputy headteacher have driven sustained improvement to the quality of teaching through rigorous monitoring and excellent support to develop teachers' skills.
- Pupils make rapid progress in the acquisition of early reading skills, because they are assessed accurately according to their specific stage of development. This allows teachers to plan work which matches pupils' needs, so that they quickly consolidate their knowledge of letters and sounds and are able to join them to make words that they recognise and can pronounce. In such a lesson in the Reception class, children were very well prepared for their individual tasks and used their 'sounding out' skills to write about pictures of the gingerbread man, a horse or the baby fire engine to great effect. They were then able to consolidate their reading skills by reading what they had written to their friends. This skilful preparation for independent work means that children work at their best rate and increase their learning by learning from each other as they work.
- High-quality questioning develops pupils' understanding of what they read extremely well, so they see beyond the obvious and are able to explain how an author is creating a character's special qualities. Pupils in Year 2 listened intently to the story of the *Smart Giant*, and thoroughly enjoyed the challenge of the teacher's searching questions. They relished the challenge of explaining why the giant did this, how it made him feel and why he was happy to give his precious new clothes away. Excellent work in their books

confirmed that this kind of preparation equipped them very well for their own writing.

- High expectations of what pupils can do drive their enthusiasm for, and success in, mathematics. Year 2 pupils made great gains in solving problems about two-dimensional shapes by responding to the teacher's questions through discussion with a partner. Pupils were excited by the challenges and worked hard together to suggest solutions and ways of working. Their enthusiasm was high so they worked quickly and with good concentration to meet the high challenges set by their teacher.
- Meticulous marking and feedback to pupils on the quality of their work and how they can improve it, is a powerful tool well used by teachers to accelerate pupils' progress. As they mature, pupils are increasingly given opportunities to reflect on their work and decide how they will improve its quality or accuracy. The most able pupils in Year 6 worked with great care and determination to improve already good quality persuasive writing about cyber-schooling. Excellent preparation by the teacher ensured that pupils had a good range of options from which to choose. The teacher's attention to detail was quickly seized on by pupils who improved the quality and impact of their writing at great speed and were rightly delighted with their results at the end.

The achievement of pupils

is outstanding

- The performance of Year 6 pupils in English and mathematics was significantly above the national average in 2014, sustaining the school's long record of high performance at this level. Pupils currently in Year 6 are on course to reach similar standards.
- Pupils' progress at the end of Year 6 in reading, writing and mathematics was significantly above the national average in 2014. This represents sustained and outstanding progress from their above average starting points at the end of Year 2.
- The proportion of pupils who reached the expected standard in phonics (the sounds that letters make) was above the national average in 2014. This includes a high proportion of pupils who speak English as an additional language and reflects the school's excellent support for this group of pupils. By the end of Year 2, pupils reach standards above the national average in reading, writing and mathematics.
- Reading skills are extremely well developed from an early age. Those who do not reach the expected standard by the end of Year 1 are well supported to catch up by the end of Year 2. Reading skills then develop rapidly, because pupils are encouraged and expected to read widely at school and at home for information and for pleasure.
- Pupils who are disabled or have special educational needs are very well supported to make progress similar to their peers. Teaching assistants are highly trained in a range of intervention strategies, which are extremely well tailored to the needs of individual pupils.
- Pupils who speak English as an additional language make rapid progress in their acquisition of English. School and published data show that the attainment of these pupils is high and sometimes exceeds that of others in the school.
- The most able pupils are very well challenged in lessons to attain the higher levels in reading, writing and mathematics because their progress is monitored well by teachers to ensure they meet their targets. In national tests in 2014, the performance of this group of pupils was above that of the most able pupils nationally, especially so in mathematics.
- Disadvantaged pupils also make outstanding progress. Pupil premium funding has been used well to close the gaps in attainment and progress between disadvantaged pupils and others in the school, and non-disadvantaged pupils nationally. Their attainment in reading, writing and mathematics is above that of non-disadvantaged pupils nationally by a little more than one term, and is about two terms behind that of their classmates in these subjects.

The early years provision

is outstanding

- Children join the Reception classes with skills that are broadly typical for their age, and every year there is a high proportion of children who speak English as an additional language. All groups of children make excellent progress whatever their starting points or language, because their learning is closely tracked by teachers and teaching assistants. Information from staff observations of children is very well used to provide good levels of challenge for each child. This brings success to every learner and develops children's confidence so that as they settle into routines their progress accelerates rapidly. By the end of Reception the vast majority of children have reached a good level of development and are well prepared for Year 1.

- The learning environment is rich in excellent resources and well thought-out activities so that children are constantly absorbed in finding out for themselves. Teaching is outstanding. All adults work alongside children helping them to develop their thinking and deepen their understanding at a good rate. Children rapidly acquire good literacy and numeracy skills, which they apply in their many role play activities, such as running a shop or creating models from construction bricks with their friends.
- Outstanding leadership ensures that any barriers to children's learning are overcome and that planned learning takes note of their interests and talents. The warm, nurturing environment promotes excellent relationships. Children behave very well, sharing resources and helping each other to learn, as when a boy offered to play in the doll's house with a friend who had, 'no one to play with'. Robust systems to assess risks keep children safe and secure so they are able to explore the environment fully and find out as much as they can each session.

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	131203
Local authority	Newcastle Upon Tyne
Inspection number	449673

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	604
Appropriate authority	The governing body
Chair	Jane Edminson
Headteacher	Gary Wallis-Clarke
Date of previous school inspection	19 May 2010
Telephone number	0191 2810000
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