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Mr David Harrison
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Dear Mr Harrison

Short inspection of Wallsend Jubilee Primary School

Following my visit to the school on 23 October 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since your appointment as headteacher, you, other leaders and staff have maintained a positive and vibrant environment in which pupils are valued and feel safe and happy. Pupils are proud of their school and talk with enthusiasm about how the teachers help them with their learning. One pupil said, 'We work hard, and the teachers help us to get better no matter how good we are.'

You and other leaders check thoroughly on the quality of teaching and learning across the school. As a result, you all have a precise understanding of the strengths, and you do not shy away from those areas that need additional attention. Furthermore, you have identified the actions necessary to make improvements in the school. You have high expectations of yourself, all staff and, ultimately, what the pupils in your school can achieve. Consequently, you impress upon staff the need for high-quality teaching and learning so that pupils achieve what they are capable of. Staff have responded well to your high expectations, and this is reflected in the improving outcomes for pupils across the school.

The ethos that permeates the school is one of nurturing pupils. This is evident, as staff show how they value every child. They are proud to work at the school and they agree that leaders do all they can to ensure staff are motivated and respected. The vast majority of parents and carers are happy with the quality of education that the school provides. They appreciate how approachable the staff are as well as the good progress their children make, especially in reading and writing. One parent stated, 'The staff are fantastic with the children, and their attitude towards learning is infectious'.

All leaders, including governors, share your vision and commitment to driving improvement at the school. You have maintained and developed the strengths identified at the last inspection and you have concentrated on the areas for improvement, including a focus on developing the middle leaders. You have worked hard to strengthen middle leadership by providing targeted external training, together with effective guidance and support from you and your deputy headteacher. Together, you have made sure that leaders who are new to the school or to their roles have made a swift and successful start to the academic year.

At the time of the previous inspection, mathematics was identified as an area that needed to improve. Work in current pupils' mathematics books is of a high standard. Pupils enjoy and understand the new system in place for the teaching of mathematics across the school. Teachers and pupils accurately assess their work, as a starting point, and then teachers focus planning accordingly. In this way the learning activities they prepare match the needs of the pupils. Follow-up assessments and evidence in books show that pupils are currently making rapid progress because of this sharp focus on planning and pupils being involved in their own learning. However, you have identified quickly that leaders must now work to embed the improvements in pupils' mathematical understanding so that they strengthen their problem-solving and reasoning skills.

Governors are knowledgeable and committed to the school, and bring a wide range of skills and experience to their roles. They have a good understanding of the strengths and weaknesses in the school and share your determination that the school meets both the learning and welfare needs of the pupils.

Through a wide range of training, governors have developed their link-governor roles well and now make regular visits to the school. These allow them to consider more deeply the learning experience of pupils and to develop a secure understanding of the work of leaders so that they can hold them to account.

Safeguarding is effective.

Leaders make sure that all safeguarding arrangements are fit for purpose. You have created a strong culture of safeguarding within your school. All staff take any safeguarding concerns seriously, dealing with them promptly and effectively. You recognise the importance of shared responsibility and you have four designated safeguarding leads, who follow clear and accountable safeguarding practices.

The behaviour and guidance support assistant has forged strong relationships with pupils and families who are vulnerable or who may face challenging situations. This has resulted in early identification of pupils needing help or support relating to their safety or welfare.

Leaders and governors have ensured that all staff receive appropriate training. You have developed effective systems for the reporting and recording of concerns, and leaders' record-keeping is detailed and of high quality. Case studies considered

during the inspection show that you are tenacious in your actions, working closely with external agencies so that you resolve all situations as quickly as possible. Pupils say that they feel safe and learn how to keep themselves safe in school and when they are online. Parents and carers agree, giving the view that bullying is rare. This is because you and your staff work tirelessly to ensure that the behaviour and safety of pupils are paramount. Parents and carers have confidence in the leadership of the school. For example, one parent commented, 'Should any issues arise, they will be swiftly and effectively dealt with.'

Inspection findings

- During this inspection, I looked at how leaders' actions were improving outcomes in the early years. Children in the early years make a strong start to their learning journey. You and your early years leader have worked closely with the local authority school improvement partner to ensure accuracy of assessment. You recognise the importance of providing high-quality experiences, and you have further improved early years practice through participation in early years projects. These initiatives have supported children's speech and language development, as well as developing the quality of the outdoor learning environment. You track the progress of children in the early years closely. As a result, they make good progress from their different starting points. Leaders use this information accurately to identify children who may fall behind. As a result, you have already identified that more children could exceed the early learning goals by the time they enter Year 1.
- I also considered how well phonics is taught to help pupils to become accurate and fluent readers. Your decision to change the way that pupils learn phonics has resulted in stronger rates of progress and improved outcomes for pupils throughout Year 1. Pupils can confidently use the strategies they learn in the lessons to help them read their reading books, both in school and at home. Pupils do well by the end of, and throughout, key stage 1. The proportion of pupils who reach the higher standards in reading by the end of Year 2 is improving, to be similar to the average.
- I spent time looking at the quality of teaching and learning in lessons and in pupils' books to check that this was leading to improved attainment and progress for current pupils, particularly in mathematics. Pupils attain well by the end of key stage 2 in reading, writing and mathematics. Their progress is strong in reading and writing, but in 2018 progress in mathematics was not as strong. Leaders have already recognised that this was an area to improve and you have taken steps to remedy this issue. Current pupils' progress is stronger now across key stage 2, and you are ensuring that teachers quickly identify any pupils who need additional help. As a result of this close support, pupils' mathematical progression is speeding up.
- You, your leaders and staff know pupils well, including those pupils who are disadvantaged. Your school team provides effective support for this group of pupils that helps them to be successful learners. Evidence in books and assessment information show that pupils who are disadvantaged across the school are currently making good progress.

- The number of pupils with special educational needs (SEN) and/or disabilities within each year group is small, and they are currently making good progress. This is because you are making sure that you follow the progress of this group of pupils closely and provide additional teaching and support when needed.
- Finally, I looked at leaders' work to improve pupils' attendance, because attendance historically has been below the national average. You have established structured systems to improve attendance and work closely with families whose children are frequently absent. Some improvements are evident. For example, the attendance rates of current pupils have improved, compared to the same period last year. However, attendance rates for pupils have been below average for three years and there are still too many pupils who are persistently absent from school. You are working with individual families to improve this stubborn issue.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to improve pupils' rates of progress in mathematics, especially by the end of key stage 2, by ensuring that pupils have sufficient opportunities to develop problem-solving and reasoning skills
- they ensure challenge is consistently high for the most able children in the early years
- they continue to improve pupils' attendance so that it at least matches the national average.

I am copying this letter to the chair of the governing body, the regional schools' commissioner and the director of children's services for North Tyneside. This letter will be published on the Ofsted website.

Yours sincerely

Alison Aitchison
Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you, your deputy headteacher and senior and middle leaders, as well as members of the governing body. I observed learning during lessons and learning walks across the school with you and with your early years leader. During these lessons I spoke with pupils and looked at their books. I spoke with pupils when I observed behaviour at break time and met formally with pupils from Years 2, 3, 4, 5 and 6 to discuss their learning in mathematics. I heard six pupils read. I also examined a sample of pupils' mathematics books. I looked at a range of documentation relating to safeguarding, pupils' attainment, progress and

attendance. I also considered the school's self-evaluation and improvement plan. I checked on the school's recruitment and induction procedures for staff and volunteers. I met with the school improvement partner from the local authority. I considered 78 responses to Parent View, and 19 responses to the free Ofsted text service. I also spoke with parents and carers at the beginning of the school day. I considered 24 responses to the staff survey and 58 pupil responses to the online pupil survey.