

# Inspection of a good school: Wallsend Jubilee Primary School

Mullen Road, Wallsend, Tyne and Wear NE28 9HA

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Inspection dates:

24 and 25 January 2024

## **Outcome**

Wallsend Jubilee Primary School continues to be a good school.

## **What is it like to attend this school?**

This a happy and relaxed school where everyone works with confidence. Relationships are warm, trusting and respectful. Pupils work well on their own or with others. Breaktimes are happy, sociable events where games are played sensibly and with gusto, friends chat and laugh, and fallings-out are rare. Adults sort out pupils' disputes fairly. Bullying is extremely rare in school.

Pupils feel safe and are safe. They know how to stay safe when online, keeping their personal information private and their digital footprint to a minimum. Road safety, bicycle safety and stranger danger are understood by pupils. Older buddies support younger pupils' play. Prefects help and complete simple tasks, such as collecting registers.

Pupils talk enthusiastically about their learning and favourite subjects. They achieve well, are engaged in learning and respond to teachers' high expectations. Pupils try hard, do their best and produce work of their best quality. A 'very important person' certificate or badge rewards kindness or effort. Pupils demonstrate a love of reading. The library and class reading corners are well stocked, uncluttered and inviting. Children in early years are curious, calm and cooperative, thriving in the high-quality learning environment indoors and outdoors.

## **What does the school do well and what does it need to do better?**

The school's curriculum is well designed. It is ambitious, capturing pupils' imagination. The essential knowledge pupils need is clear. Subject-specific vocabulary is used by pupils and adults. Lessons are sequenced so that pupils' learning builds on what they know already. Big ideas link learning. Pupils connect what they know in most subjects. This helps them to remember key learning. In a few subjects, the big ideas that link learning are vague or not yet understood by pupils. This limits their ability to retain knowledge over time. Children acquire essential knowledge in early years. They are well prepared to make a rapid start in all subjects in Year 1.

Reading is the bedrock of all learning in this school. The school is determined to see all pupils develop fluency and confidence in reading. New books, reinvigorated reading corners, a revamped library, reading sheds and pupil reading ambassadors contribute to building pupils' love of reading. Adults read familiar books to Nursery children over and over again to expand their vocabulary. Well-trained staff deliver good-quality phonics lessons using consistent routines and high expectations. As in other subjects, such as mathematics, teachers check that pupils are keeping up. Extra support is immediately offered to help any pupils at risk of falling behind. Pupils quickly become expressive and fluent readers.

Pupils' engagement and enthusiasm in learning are rooted in a curriculum that meets their needs. Pupils' enjoyment in learning results in their positive behaviour. This is especially true for pupils with special educational needs and/or disabilities (SEND). These pupils are comfortable learning alongside their classmates. All pupils receive the same curriculum offer. No barriers prevent pupils with SEND from playing a full part in school life. This includes being part of the school council, attending clubs and taking part in educational visits. Lessons are adapted in the way work is recorded and accessed. Extra support is always available. No pupil misses out.

Children benefit from a highly effective early years setting, making a rapid start in learning. The planned activities foster children's curiosity and enquiring minds. Children enjoy diverse activities, from melting large blocks of ice with salt to drawing poppies for Remembrance Day in the style of van Gogh.

The school is committed to raising pupils' aspirations, including aspirations for the wide range of different careers available to them. Interaction with the nearby car factory, the armed forces and local professional sports clubs broadens pupils' horizons and helps to develop teamwork. Finance and enterprise days introduce pupils to trade and productivity. Pupils enjoy many school clubs, such as those for cookery, art, construction, music and gardening. Pupil digital leaders raise the profile of technology throughout the school. Visits to local theatres and dance festivals promote the creative arts well. Pupils visit places of worship for a variety of faiths. The school is outward facing, supporting food banks, singing carols in the local care home at Christmas and raising money for good causes. Visits to the beach, parks and historical buildings promote an appreciation of the beauties of the local area.

The school works assiduously to improve the attendance of a small number of pupils who are persistently absent, an issue worsened by the pandemic. Leaders' efforts are securing an improvement in attendance. It remains a high priority for the school. Staff morale is strong. The school does all that it can to lighten the load for staff, including a staff well-being week, putting family first and keeping an eye out for anyone with an issue. One teacher rightly said that this is 'simply a team that works well together'.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Some subject plans need further refinement. The big ideas that underpin the curriculum and link knowledge are unclear or unknown to pupils. As a result, some pupils are unable to connect new learning with what they already know. This hinders their ability to remember more over time and to make sense of new learning. The school needs to make sure that all subjects are equally well structured and mapped out so that pupils learn equally well across the whole curriculum.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	108594
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10297254
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	374
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Campbell
<b>Headteacher</b>	David Harrison
<b>Website</b>	<a href="http://www.wallsendjubileeps.org.uk">www.wallsendjubileeps.org.uk</a>
<b>Date of previous inspection</b>	23 October 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school has a nursery unit for three- to four-year-olds.

## Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, and other senior and school leaders. The inspector also met with teachers and a range of support staff.

- The inspector met two members of the local governing body and spoke to the local authority school improvement partner.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, looked at curriculum plans, visited a sample of lessons, spoke to pupils and teachers, and looked at samples of pupils' work.
- The inspector looked at curriculum documents and spoke to leaders about a range of other curriculum subjects.
- The inspector listened to a range of pupils from different year groups reading aloud.
- The inspector observed pupils' behaviour during lesson visits, in breakfast club, and at breaktime and lunchtime. He spoke to pupils about their views of school and of behaviour.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents and carers through the responses to the online questionnaire for parents, Ofsted Parent View, including some written comments.
- The inspector considered the well-being and workload of staff. He took note of the responses and comments from Ofsted's staff survey, including comments made by staff about their well-being.

### **Inspection team**

Phil Scott, lead inspector

Ofsted Inspector

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