



# Jesmond Road Primary School

## Inspection Report

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**Unique Reference Number** 111582  
**Local Authority** Hartlepool  
**Inspection number** 288992  
**Inspection dates** 30 November –1 December 2006  
**Reporting inspector** Moira Fitzpatrick

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>	Primary	<b>School address</b>	Jesmond Road Primary School Percy Street, Hartlepool TS26 0HR
<b>School category</b>	Community	<b>Telephone number</b>	01429 274672
<b>Age range of pupils</b>	3–11	<b>Fax number</b>	01429 274672
<b>Gender of pupils</b>	Mixed	<b>Chair</b>	John Ibbottson (Acting)
<b>Number on roll (school)</b>	375	<b>Headteacher</b>	Mrs Jane Loomes
<b>Appropriate authority</b>	The governing body		
<b>Date of previous school inspection</b>	1 October 2004		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is larger than average and is situated in an urban area of high deprivation. The school's population is from predominantly White British backgrounds and the proportion from minority ethnic groups is well below average. Scarcely any pupils speak English as an additional language, and none is at an early stage of fluency. The proportion of pupils eligible for free school meals is above average, as is the proportion of pupils who have learning difficulties and/or disabilities.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school has improved at a good rate since the last inspection when it was judged to have serious weaknesses. Its effectiveness is now satisfactory and the school's previous designation as having serious weaknesses no longer applies. This is because there have been improvements to standards and pupils' achievement, the quality of teaching and learning, and the leadership and management of the school. The school has a number of developing strengths.

The school provides a safe, welcoming environment that is valued by pupils and parents. Parents are particularly pleased with the good care and support that is given to their children. This area of strength is a result of improvements to the provision for pupils with learning difficulties and/or disabilities and teachers' knowledge of pupils through improved tracking of their learning. The vast majority of pupils attend regularly and say they enjoy school because everyone is friendly and willing to help. Pupils behave appropriately in class and in the playground because there are clear rules to guide them. Many behave very well and show better attitudes in lessons where the teaching and learning are good. Pupils know how to stay healthy and many choose to join after school activities to keep fit. All pupils know the importance of a healthy lifestyle and benefit, for instance, from the school's policy of only healthy snacks. They move around the large building sensibly and older pupils show a good level of care for younger ones.

By Year 6, pupils reach standards that are average and their achievement is satisfactory. This is because they benefit from good and sometimes outstanding teaching during their last two years in the school. By Year 2 pupils reach standards that are well below average in reading, writing and mathematics. This partly reflects previously low standards, but also stems from weaknesses in teachers' planning in the past, which did not concentrate enough on ensuring that pupils made steady progress in Years 1 and 2. Teaching is satisfactory overall, which is an improvement from the unsatisfactory position at the last inspection. Most lessons are planned thoroughly and provide pupils with opportunities to learn independently. However, teachers do not all have high enough expectations of their pupils. The result is that in some classes the pace of learning is slow and progress is not as brisk as it could be. The school rightly has continuing to improve teaching as one of its main priorities. The curriculum has not been developed enough to take account of pupils' interests and talents and this is another area the school has for improvement. Provision in the Foundation Stage is now good so that children make good progress from starting points below those typical of their age.

Leadership and management are good. This is a significant improvement since the last inspection. The excellent leadership of the headteacher has given the school both the direction and support to raise standards and achievement for pupils. The role of subject leaders and of governors has developed well due to very good support from a consultant headteacher and the local authority. Monitoring of the school's work is rigorous and effective in bringing about improvement. The school gives satisfactory value for money and has a good capacity to improve further.

## **What the school should do to improve further**

Raise standards, especially in Key Stage 1.

Improve teaching so that there is consistently good progress in all classes.

Provide a more stimulating curriculum to match the needs and interests of pupils.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. By Year 6 pupils reach average standards.

When children start Nursery their attainments are below those expected of three year olds but there is a wide range of ability. School records show that children in the Foundation Stage made satisfactory progress last year but a higher proportion than usual did not reach the expected level by the end of Reception. Major improvements to the Foundation Stage this year have made a significant impact on pupils' achievement which is now good. Progress is particularly good in personal, social and emotional development and many pupils are working at higher levels than expected for their age.

By Year 2 pupils reach standards that are well below average in reading, writing and mathematics. This is partly a reflection of the low standards they had when they entered Year 1 but is also a result of weaknesses in teachers' planning in the past which did not concentrate enough on ensuring that pupils made steady progress throughout Years 1 and 2. Changes to staffing and improvements to teaching are having a positive impact in some classes but there is still a way to go to raise standards to where they should be for seven year olds.

The results of the 2006 national tests for Year 6 pupils were the best the school has ever had and mark a significant improvement on those of previous years. Pupils reached the national average in English, mathematics and science. The percentage reaching the higher level showed good improvement in all subjects. Girls' performance was better than boys and the school is continuing to focus on raising boys' achievement. These results represent satisfactory progress from the standards these pupils reached at the end of Year 2. School data shows that most of this progress was made in Years 5 and 6.

School tracking data also shows that progress across the school is uneven with the best progress in the Foundation Stage and in Years 5 and 6. In other classes in the juniors, standards are still lower than they should be. Senior leaders are aware of this and have strategies in place to spot under-achievement and take swift action to remedy it.

Pupils who have learning difficulties and/or disabilities are supported to reach the targets set for them and are now making progress that is similar to that of their peers in most classes.

## Personal development and well-being

### Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils' attendance is close to average, though a small number of children with low attendance reduce the overall figure. Pupils behave appropriately in class and in the playground. In classes where teaching is good, they show good attitudes and enthusiasm for learning; where teaching is satisfactory they are not so enthusiastic and their enjoyment of learning is reduced. Pupils know how to stay safe, eat a healthy diet and understand the need for plenty of exercise because they have been taught the importance of this and are encouraged by teachers to make healthy choices. The school council gives pupils good opportunities to develop citizenship skills by making improvements to the school. They are very proud of their achievements this year in helping to improve the school environment with 'Percy's Patch'. Older pupils relish the opportunity to take on responsibility as class monitors and support the learning of younger children, for example with the posters they make. They enjoy these tasks and several commented that they could 'do more jobs in school', which indicates their developing maturity and confidence. Pupils are gaining skills and confidence through the increased opportunities they have to learn about the world beyond the classroom. They have good collaborative skills and are adequately prepared for the future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory which is an improvement since the previous inspection. This is due to a wide range of strategies introduced by the headteacher, including the provision of support for teachers to extend their skills. Some inconsistencies remain through the school and the quality ranges from outstanding to inadequate. Teachers' planning is now secure. They work effectively with classroom assistants, particularly in supporting the needs of the pupils with learning difficulties and/or disabilities. This results in the pupils being included in the work of the whole class. Individual education plans for these pupils are detailed and thorough and ensure that they make steady progress.

The pace in lessons varies considerably. In the best, teaching is brisk and staff have high expectations of pupils' abilities to respond quickly to questions and to carry out a variety of tasks. In some lessons, the pace is too slow and pupils lose concentration. In the outstanding lessons tasks are exciting and matched very carefully to the different needs of individuals and groups. This produces an excellent rate of progress. Where teaching is inadequate the tasks are meaningless and do not build on pupils' previous learning. Teaching in the Foundation Stage is good. The teaching team works very well together. The organisation across the whole unit is very good, with high quality and stimulating resources for both group work and independent learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. The school has worked hard to improve the literacy and numeracy curriculum and there is now a good quality framework in place to ensure that learning in these areas builds steadily through the school. The work of the assistant headteacher to extend the curriculum for writing is particularly good and includes rigorous assessment systems to ensure that pupils' individual progress is taken into account. The school has chosen appropriately to concentrate on English and mathematics which were key weaknesses. Although other subjects are covered, the content is not stimulating enough and does not take sufficient account of pupils' particular needs and interests. The school is aware of these shortcomings and has a priority to develop the curriculum and extra-curricular opportunities this year.

The Foundation Stage curriculum is good. There is a balance across the different areas of learning over time and a careful consideration of both the Nursery and Reception pupils' stages of development.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its pupils. The procedures that the headteacher has introduced to safeguard pupils are comprehensive and cover all aspects of health and safety. They ensure, for example, that every adult who has contact with the pupils is thoroughly vetted and that staff training on child protection is up-to-date. The school has developed effective links with outside agencies to support pupils. For example, the expertise in a nearby special school has greatly helped the progress and well-being of some pupils with specific needs.

There are very good quality systems in place in the Foundation Stage to welcome pupils and parents or carers at the beginning of the day. This produces a smooth transition between home and school and ensures that pupils have a happy start each day to their new learning. The school has very good systems for checking pupils' progress in the main subjects. Regular tests enable teachers to see at a glance whether pupils are doing well or need extra help.

Teachers are also able to use this data to set individual targets for learning. However, the systems are relatively new and so have not yet had time to influence standards across the school. The school has worked very hard to improve systems to support pupils with learning difficulties and/or disabilities, who now make similar progress to others. Effective links with local secondary schools support pupils' learning and their transition at the end of Year 6.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher has provided the vision, expertise and experience to overcome quickly the serious problems and low standards found in the school at the last inspection. Her outstanding leadership has overcome enormous staffing difficulties and weaknesses in management to set the school on a rapid and secure course of improvement. The significant rise in standards in the most recent national tests is testimony to her determination to get the best for every child in the school. The recently formed senior leadership team has flourished under her direction and is now strongly placed to develop the school further. The assistant headteacher provides a very good role model for his colleagues both in his aspirations for pupils and in his carefully planned actions to raise standards across the school.

Subject leaders are enthusiastic about their new roles and responsibilities. They are discharging these well as they refine their skills and gain a better knowledge of the school. The school's systems for monitoring and evaluation are rigorous, well focused and effective in identifying what the school needs to concentrate on next for improvement. In all of this work to establish a strong senior team and improve standards, the school has been very well supported by a local headteacher who has acted as consultant and mentor. Governors have a good knowledge of the school and bring a good range of expertise and experience to its service. They share the headteacher's commitment to raising standards and have a clear plan for managing the school's finances. The local authority has been entirely supportive of the school since the last inspection and has contributed well to its good improvement.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Jesmond Road Primary School

Percy Street

Hartlepool

TS26 0HR

4 December 2006

Dear Children

Thank you for making us welcome and helping us to get to know your school! Your school has improved a lot in the last two years. Thanks to the hard work of you and your teachers, most of you are now making the right amount of progress in your lessons. We agree with you that you are well cared for and understand why you feel safe and happy in school. It was nice to hear that any bullying or unkind behaviour is quickly dealt with and that you know your teachers will sort out any problems you have.

Your school is developing strengths in you that you will take with you throughout your life. One is the care you show for others and the school environment. It was lovely to be in your big school which was so bright and colourful with displays of your good work. Another strength is the way that most of you work hard in lessons and listen well to what teachers are telling you. Well done. We think that with continued hard work you can reach even better standards than you do now and have asked your headteacher and teachers to help you do this. We have also suggested that teachers make sure you all have work that is interesting and expect you to work quickly so you make good progress.

Our very best wishes to you for the future! Keep up the good work of improving your school.

Yours truly

Mrs M Fitzpatrick, Mrs M Shepherd and Mr A Scott