



# Jarrow School

## Inspection Report

**Unique Reference Number** 133725  
**Local Authority** South Tyneside  
**Inspection number** 294100  
**Inspection dates** 6–7 March 2007  
**Reporting inspector** Mary Sewell

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

<b>Type of school</b>	Secondary	<b>School address</b>	Field Terrace
<b>School category</b>	Community		Jarrow, Tyne and Wear
<b>Age range of pupils</b>	11–16		NE32 5PR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 4893225
<b>Number on roll (school)</b>	805	<b>Fax number</b>	000
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr John Watson
		<b>Headteacher</b>	Mr Les Jones
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	6–7 March 2007	294100

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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Jarrow School is an average sized comprehensive school serving an area of deprivation in South Tyneside. It was formed in 2003 following the reorganisation of two secondary schools. The headteacher took up post in 2005 following a period of extreme staffing turbulence. The school has just been awarded Specialist Status for Engineering. It is part of the local authority Behaviour Improvement Project. At the time of the inspection, seven pupils were in the care of the local authority. The proportion of students with learning difficulties and disabilities is higher than average. Some of these students attend either the Autistic Unit or the Hearing Impaired Unit, which are on the school campus.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Jarrow School is a satisfactory and improving school. The inspection evidence agrees with the school's own self-evaluation.

In the last few years, the school has successfully halted the decline in standards, stabilised behaviour, restructured staffing, and provided all concerned with a clear vision for the future. The school has moved from a position of uncertainty to one that is settled and well focused on raising standards.

Standards are broadly average and achievement is satisfactory. Students' examination and test results are broadly average and students make satisfactory progress between starting and finishing school. Standards of literacy and numeracy for students aged 16 have improved twofold in the last two years because of the strategies introduced by senior leaders to identify underachievement.

The quality of teaching and the curriculum is satisfactory and improving rapidly as a result of close monitoring by the leadership team. Although recent strategies to improve teaching and learning are having a positive impact, they are not fully embedded; an example of this is the quality of marking, which is still variable.

Areas in need of improvement have been identified and support is being provided accordingly. Although the school's progress has been impaired by staffing difficulties, the school is emerging from a period of instability and has satisfactory capacity to improve. The governors provide realistic leadership because they have excellent knowledge of the work of the school and the challenges of the local area. The leadership and management of the Autistic Unit are outstanding.

Students' personal development is satisfactory. Most students enjoy school, attend regularly and are aware of how to stay healthy and safe. Overall attendance is below the national average. The students' concerns about small pockets of bullying are shared by some parents and teachers. The school is making strenuous efforts to address this and has re-established a unit in which students may be helped on an individual basis. Students have opportunities to take some responsibility and are satisfactorily prepared for their life as adults in the community and in the world of work.

The care, guidance and support that students receive are satisfactory in the main school and outstanding in the Autistic Unit. The school gives good care to its most vulnerable students. It makes good use of other professionals to ensure that students with learning difficulties and disabilities are well supported. There is an efficient system in place to set student targets. However, this is not always used effectively by individual teachers, and as a result some students do not achieve as well as they could.

Specialist Status for Engineering has already had a positive impact by linking Jarrow School with schools and educational providers worldwide.

### What the school should do to improve further

- Ensure that all teachers mark work and use assessment information effectively so that the students know exactly what they need to do to improve.

- Improve attendance.

## **Achievement and standards**

### **Grade: 3**

Achievement for all groups of students, including those with autism, learning difficulties and disabilities, is satisfactory. Students join the school in Year 7 with broadly average attainment, but literacy skills are often below average. Between Years 7 and 9, students make adequate progress in the basic areas of literacy, numeracy and ICT. National test results at Key Stage 3 in English, mathematics and science improved between 2003 and 2005 to broadly average levels overall. This represented satisfactory achievement. There was a dip in Key Stage 3 standards in 2006, but current standards in Year 9 are much better and consistent with previous results.

GCSE results improved sharply between 2003 and 2006. In 2003 and 2004, they represented inadequate achievement. An improved picture in 2005 indicated an overall satisfactory performance, although GCSE results in mathematics and English were still too low. The results for 2006 improved sharply again and represented satisfactory achievement over five years in almost all subjects. The proportion of students leaving school with five higher grade GCSEs, including English and mathematics, doubled to 30%. Current standards in Year 11 confirm that the school has at least sustained the improvements made in 2006.

## **Personal development and well-being**

### **Grade: 3**

The personal development and well-being of students are satisfactory. Most students enjoy coming to school and feel safe. Behaviour is satisfactory. Students say that improvement in behaviour, especially in lessons, has been significant in the past two years, but there were still some concerns about bullying. The number of students excluded is high but the behavioural support unit has become a positive alternative and is beginning to influence students' attitudes in a positive way.

Students' attendance is unsatisfactory. It has improved significantly over the past two years but despite the school's best efforts is still below the national average. Spiritual, moral, social and cultural development and preparation for citizenship are satisfactory. Students learn to adopt healthy lifestyles, and many eat healthily and take part in additional sport.

Students develop satisfactory literacy and numeracy skills needed for their future economic well-being, and also benefit from a range of work experience opportunities. The 'Student Voice' forum discusses issues that affect student well-being and students feel their views are listened to. The caring attitude of many of the students is clear in their commitment to raising money for good causes.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning across the school are satisfactory overall. However, there are relatively high numbers of temporary teachers who have not delivered the schools' policies on planning and marking consistently enough to ensure progress.

Typically, teacher expectations are high, work is well matched to learning needs because students have been set appropriate targets, and they achieve well. Where the schools' planning systems are used well, the students enjoy varied activities, which engage and motivate them. Good independent and collaborative learning is enhanced by the effective use of ICT. As a result, students are interested and their attendance, behaviour and relationships in lessons are good. They enjoy learning and make progress. In a lesson on African music, students accurately assessed each other's performance, which demonstrated an excellent understanding of how call and response music was used to communicate between villages.

In a minority of lessons however, low expectations, uninspiring resources and teacher-dominated delivery result in reduced enjoyment and slower learning. Information on prior attainment is not always used to shape teaching and as a result students do not know what they have to do to make progress. Behaviour and attitudes in these lessons are less positive.

### Curriculum and other activities

#### Grade: 3

The school's curriculum is satisfactory overall. It adequately meets all National Curriculum requirements. The organisation of teaching groups according to ability enables students to receive lessons at a suitable level of challenge. The provision of smaller groups for students with lower attainment and learning difficulties enables them to receive extra attention from the teacher. Students in the Autistic and Hearing Impaired Units follow as much of the main school curriculum as they are able. Extra provision is provided for speech and language development to enable even more success.

In Years 10 and 11, the school provides a good range of option subjects. Links with a local college provide a good range of vocational courses in areas such as motor vehicle engineering, construction and hairdressing. Where students are not progressing as they should in option subjects, they are removed from these and directed towards extra classes in other qualifications. Examples of these interventions which are effectively improving students' performance include courses offered in sport and employability skills. An increasing number of students are involved in extra activities after school, which demonstrates a change to a more positive attitude to their studies and an additional commitment to sports and music.

## Care, guidance and support

### Grade: 3

Care, guidance and support are satisfactory. The school is committed to all aspects of students' welfare. Procedures for child protection, health and safety and risk assessment are in place and regularly reviewed.

Tutors and year leaders know their students and share information effectively, particularly to support vulnerable or troubled students. Students in the Autistic and Hearing Impaired units receive excellent care and guidance. There are strong relationships with external agencies, which further support groups such as looked after children. Most students say they feel safe in school and know who to turn to if they have any worries. Students who have difficulty managing their own behaviour now have good support and remain in school.

A recently introduced target setting and tracking system is ensuring that students who require extra support are identified quickly. The system is used to set appropriate levels of work to meet the needs of individual students but is not fully established across the whole school. As a result, not all students know what to do to improve.

Students have satisfactory guidance and information to help them at all stages in their school career.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall. The leadership of the headteacher is visionary. He is passionate about the future of Jarrow School and has made exciting links with schools worldwide. Subject leadership is satisfactory although variable in quality as shown by the difference in examination performance. The core subject leaders are new appointments and have just begun to have an impact on raising standards.

The senior leadership group is gradually improving the curriculum and has introduced better tracking systems, and these changes have increased students' progress. There are good procedures to monitor the work of the school, which have recently led to good self-evaluation. The frequency of monitoring of teaching and learning has increased. School managers have recognised that there is underachievement in some subjects and have taken strong action to address this. Although these improvements are relatively recent, they are already having a positive impact on the school's performance.

The school development plan establishes an uncompromising agenda for improvement. Staff are responding well to increasing levels of accountability. Teachers are emerging from a period of extreme difficulty owing to the merger of two schools. They are hard working and committed to improvement.

Governors are experienced and provide strong support. They know the school well through their links with subjects and other developments. They fulfil their

responsibilities well. Financial management is satisfactory and the school offers satisfactory value for money.

The management of the Autistic Unit is outstanding. The teacher in charge knows her multidisciplinary team and the students extremely well. This ensures individual student needs are well met.



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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?	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	NA

### 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	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
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>	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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

Jarrow School

Field Terrace

Jarrow

Tyne and Wear

NE32 5PR

8 March 2007

Dear Students,

Thank you all for making us so welcome when we visited your school this week. We enjoyed speaking to you and would particularly like to thank all of you who took the time to come and talk to us about the changes you are helping to make through your 'Student Voice' forum.

We found that your school has undergone many changes, which has been disturbing for you, but now it is settled and staffed with sufficient teachers and subject leaders to improve things quickly. Your school now provides you with a satisfactory education. We were pleased with the way most of you behaved in lessons, paid attention to your teachers and worked well together. Unfortunately, some of you act in a silly way and do not learn as quickly as you could.

You told us you felt safe in school but were concerned about some small pockets of bullying. You will be pleased to know that your headteacher is dealing with this.

We have asked your school to do a few things for us. We have asked them to continue to improve the marking in some of your books. Also, your attendance needs to improve. You must now do your part, attend school regularly and be prepared to do your very best to achieve success in your examinations.

The governors and headteacher of your school are leading your school well. The teachers in your school work very hard and are committed to making Jarrow School one of the finest schools.

We wish you all the very best for the future.

Yours sincerely,

Mary Sewell

Lead Inspector.