

# Wallsend Jubilee Primary School

## Inspection report

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<b>Unique Reference Number</b>	108594
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	309736
<b>Inspection dates</b>	6–7 May 2008
<b>Reporting inspector</b>	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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Shelia Bailey
<b>Headteacher</b>	Mrs Ann Thornton
<b>Date of previous school inspection</b>	1 March 2005
<b>School address</b>	Mullen Road Wallsend Tyne and Wear NE28 9HA
<b>Telephone number</b>	0191 2007249
<b>Fax number</b>	0191 2007395

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average size school. The majority of pupils are of White British heritage, with very few from minority ethnic groups. Very few pupils are at an early stage of learning English as an additional language. The proportion of pupils eligible for free school meals is average. The proportion with learning difficulties and/or disabilities is slightly below average, so too is the proportion of pupils with a statement of special educational need. Since the last inspection the school has made provision for a Resource Base for pupils with moderate learning difficulties. A new headteacher and deputy headteacher were appointed in 2006.

## 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's effectiveness is satisfactory and improving under the clear, firm direction of the headteacher. Pupils reach average standards by Year 6 and their achievement is satisfactory. Pupils in Year 2 reach the expected level for their age in reading, writing and mathematics. While results in national tests have been around average since the last inspection, there has been some under-achievement for a few pupils by the end of Year 6. This decline in progress at Key Stage 2 has been reversed. Pupils now make satisfactory progress in all classes, due to improvements to teaching and more effective systems for tracking their learning.

Teaching and the curriculum are satisfactory, with many strengths developing. All teaching is based on careful planning and secure subject knowledge. Teachers make good use of questions to develop pupils' thinking, though on occasions pupils are inactive through listening for long periods. Some good examples of active learning were seen during inspection but there is still not enough to allow pupils to make the good progress of which they are capable. Teachers are extending the curriculum to provide more links between subjects and to make learning more exciting for pupils.

Pupils' personal development is good. Pupils enjoy school, are well behaved and keen to play a part in the smooth running of the school by volunteering for 'jobs'. They welcome improvements to behaviour and older pupils say that they find it easier to learn because the classrooms are calm and happy places to be. Pupils of all ages enjoy the opportunity to make suggestions for improving the school through the school council and now feel that their views matter. They have a good understanding of healthy lifestyles and how to stay safe. By the time they leave in Year 6, pupils are mature and considerate and well prepared for the next stage of learning. Pupils are well cared for and feel safe in school. Staff know pupils and their families well and give freely of their time to support pupils and to resolve any problems they have. Academic guidance is satisfactory and improving as staff become more familiar with new systems. The day to day assessment of pupils' learning is not used consistently enough yet to ensure good learning in all classes. Where it is good and pupils are involved in measuring their own progress, it acts as a spur to their learning.

Leadership, management and governance are satisfactory. The headteacher has given a good lead to raising standards and improving pupils' progress. Despite the difficulties of staffing losses and financial constraints, she has steered the school well through the necessary changes to improve teaching, learning and pupils' behaviour. She has been well assisted in this by the deputy headteacher and senior staff and has won the support of all staff for her vision for higher standards. School evaluation is accurate and identifies the correct priorities for further improvement, though some staff and governors are not yet skilled in identifying the most important priorities. The school has made satisfactory progress since the last inspection and the rate of improvement has increased in the last two years. The school is in a good position to secure further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good and there are some outstanding features. Children join the Nursery with skills that are typical for their age. They make rapid progress because of the excellent assessment of their learning needs and the care staff take to ensure they are

always suitably challenged. By the end of Reception nearly all meet, and many exceed, the national expectations for their learning. Among the many strengths the children develop, the most notable are their personal and social skills and skills in literacy. These give them the confidence and ability to learn independently. Their literacy skills have improved at a very good rate this year because of the new programmes to teach letter sounds. The links with parents are very good. Children have a strong sense of security because of the close partnership between home and school. Provision for outdoor learning is not as fully developed as that for indoor learning but plans are in hand to develop this for the autumn term, improving the quality of provision even further. The Foundation Stage is well led and managed, teamwork is excellent, and there is a clear vision for continued improvement.

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

- Use day to day assessment more effectively and consistently to ensure that all pupils are fully challenged and develop skills to improve their own learning.
- Improve the quality of teaching and learning to ensure that pupils' progress is consistently good across the school.
- Improve the monitoring and evaluation skills of managers and governors to ensure they identify the most important priorities for improvement.

A small proportion of school's whose overall effectiveness is judged to be satisfactory, but which have areas of under-performance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Achievement and standards**

#### **Grade: 3**

Standards are average and pupils' achievement is satisfactory. This is an improving picture as pupils now make consistently satisfactory progress in Key Stage 2. Pupils in Year 2 make satisfactory progress from their starting points at the end of Reception and are on course to reach average standards in reading, writing and mathematics in this year's national assessments.

In the 2007 national tests pupils reached average standards. Pupils in the current Year 6 are on course to reach the targets set for them and though these are slightly lower than last year, this reflects the lower starting point of these pupils at the end of Year 2. Standards in this year group are broadly average in English, mathematics and science and the majority of pupils have overcome some inadequacies in their learning from the past to make satisfactory progress by the end of the key stage. Pupils with learning difficulties and/or disabilities make satisfactory progress overall and pupils in the Resource Base make good progress in their basic skills.

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

#### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils show sensible, caring attitudes towards others so that the school is a calm and orderly place in which to learn. Pupils say they feel safe and secure. The school council enables pupils to have a say in improving the school and recent suggestions about playground buddies show that pupils listen to the needs of others. Pupils are happy in school, their confidence grows and they freely express ideas and opinions about how the school should improve, secure in knowing that their views will be listened to. They are rightly proud of their fund-raising for a range of worthwhile causes. They show positive attitudes to learning and this is reflected in

their prompt settling to work in lessons and their good behaviour at all times. Attendance is good and remains above the national average. Pupils have a good understanding of how to stay healthy and of the importance of taking plenty of exercise. They are well prepared for the future with good personal qualities and confidence in their ability to master new learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall, with good features in all the lessons seen. Pupils' learning has improved in the current year as a result of improved tracking of their progress. However, teachers' use of day to day assessment to plan closely for the next steps of learning is not consistently used across the school. The result is that in some classes there is good progress because of rigorous assessment; in others the pace of learning is only satisfactory. The school is aware of this and the development of day to day assessment is a priority for this year. Pupils say they learn best when they are given practical activities or work with a partner on tasks and are expected to work quickly. Inspection evidence confirms this but not enough lessons provide these opportunities for pupils yet. The quality of marking and feedback to pupils on how to improve is variable. Where it is good and linked to success criteria for the lesson, pupils improve at a better rate and take responsibility for their own progress. Teaching assistants work closely with teachers to provide additional support for pupils who need it and ensure that these pupils make the same progress as others in their class.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory with some good features. These include some of the enrichment activities, such as work with the local fire brigade, a 'Food for Life' project, and gardening links with the local community. There is effective planning to develop basic skills for the pupils. Information and communication technology is used well to enhance pupils' learning. A good programme of personal, social and health education prepares pupils well to lead healthy, safe lives and build good relationships. The enrichment of learning through visits, visitors and other initiatives is satisfactory. Pupils relish the opportunities provided by these events, as well as the many extra-curricular school clubs which develop special interests or talents. The school's links with external agencies, other schools and community providers are good. They ensure that specific needs are met and that all pupils have access to the whole curriculum.

### **Care, guidance and support**

#### **Grade: 3**

The care and support for pupils' personal development is good. Pupils enjoy coming to school, as the rising trend in attendance over the last three years indicates. Pupils and parents are aware that staff know every pupil and that the school's open door policy means any concerns will be listened to. All statutory requirements for child protection and safeguarding pupils are in place. The Resource Base provision, for pupils who have moderate learning difficulties, is well managed. These pupils are well integrated with mainstream classes and play a full part in the life of the school. Provision for academic guidance is satisfactory. Assessment has improved considerably this year. There is good practice in some classes, which senior leaders plan to extend across the school for the benefit of all pupils. Currently, pupils are not well enough

involved in the assessment process. There is insufficient oral and written feedback to enable them to be clear about what they need to do to improve to reach the highest possible levels.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has provided firm and purposeful leadership to raise standards and improve the quality of teaching and learning since her appointment two years ago. She has been well assisted by the deputy headteacher in developing an effective tracking system so that the school is able to set more challenging targets based on regular assessment of pupils' progress. Pupils' progress has improved since the last inspection and this year has seen a significant improvement in the proportion of pupils making expected, or better than expected, progress. Good financial management has significantly reduced a budget deficit so that the school is now in a secure financial position and provides satisfactory value for money. Senior leaders and middle managers are developing their roles effectively through regular monitoring, though not all have enough training or expertise to establish accurately the most significant priorities. Pupils and staff report good improvement to behaviour and the learning environment, both of which are having a positive impact on improving learning and raising standards. Governance is satisfactory. Governors have supported the school well during a difficult period of staffing loss and tight budget constraints. They are aware of the need to become more closely involved in the strategic development of the school.

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## Annex A

## Inspection judgements

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

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

### Achievement and standards

How well do learners achieve?	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

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

### The quality of provision

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	3
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

9 May 2008

Dear Pupils

Inspection of Wallsend Jubilee Primary School, North Tyneside, NE28 9HA

Thank you for making us so welcome when we inspected your school recently. We really enjoyed finding out about your school and seeing how well you get on together.

We found that your school gives you a satisfactory education and that it is improving well in helping you to learn better. We know that some of you are getting good help with how to improve your work and have suggested to your school this should happen in all classes to help you all learn more quickly. Your teachers take care to plan work to help you make progress and it was good to see how hard you work and how much you enjoy working with a partner. We could see that you learn best when you do not have to listen for too long or have activities that are interesting, so we have asked the school to look at different ways of teaching and learning to see which ones work best.

All adults in the school take good care of you and it was reassuring to hear that you feel safe and happy in school. Some of your parents have noticed this and they agree that you are well cared for. We think that your parents and teachers must be very proud of you because you work so hard at improving the school and at helping others. You have good personal qualities and know what it means to be a good citizen. Your school is preparing you well for the future by making you confident learners and giving you the basic skills you need for adult life.

Your school has been going through quite a lot of changes recently and we have suggested that some of the staff should look at what is working well and what else needs to be done to make your school even better. You may notice that you have a few more visits from other teachers in class over the next year. You can help your school become even better by continuing to work hard and looking after each other as well as you do now.

Thank you again for making our inspection a pleasant one and we wish you all the very best for the future.

Yours sincerely

Jane Beckett, Tim Nelson and Moira Fitzpatrick

Inspectors