

# Jessons CE VA Primary

## Inspection report

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<b>Unique Reference Number</b>	103845
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	336176
<b>Inspection dates</b>	23–24 September 2009
<b>Reporting inspector</b>	Jenny Batelen

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	486
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Andrew Wickens
<b>Headteacher</b>	Mrs Lucy Griffiths
<b>Date of previous school inspection</b>	10 July 2007
<b>School address</b>	School Street Dudley West Midlands
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at various school documents, including the records of the monitoring of teaching, school development plan, curriculum documents and 111 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the standards and progress of pupils now and over time
- the impact upon teaching and learning of improvements and consistency in the use of assessment
- the impact of leadership and management, including governors, in raising standards and holding staff to account.

## Information about the school

Jessons is an above average sized school in an area of high socio-economic deprivation. There are a large majority of pupils from minority ethnic groups, including Caribbean and Asian. The proportion of pupils with special educational needs and/or difficulties is well above average and the proportion entitled to free school meals is also well above average.

There is a before and after school club run by the governors on the school site. The school has been awarded the Basic Skills Quality Mark for the third time.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Jessons CE Primary is a good school. It also has a number of outstanding features. The passion and commitment of the senior leaders, complemented by the team work of the whole staff, are driving improvement and striving for excellence in all areas. This is particularly evident in the notable rise in standards in mathematics over the past two years. This, together with the school's understanding of its strengths and weaknesses, give it a good capacity to improve.

Children make a secure start to school and make good progress through the Early Years Foundation Stage. Even so, the opportunities for adult-led and child-initiated activities are currently limited in the Reception class, particularly by the under-developed outside area.

The strong performing arts focus permeates throughout the curriculum, giving the pupils high aspirations and confidence. The choirs in the school, including a staff choir, perform to a high standard and with great enthusiasm. An outstanding range of extra-curricular activities are taken up by many pupils.

The pastoral care for the pupils is outstanding. The excellent team work and strong links with families result in comprehensive and responsive care, with each pupil being valued as an individual. There are many strategies employed to work with parents and carers to encourage good attendance and as a result a large majority of pupils' attendance is average or above. However too many pupils are missing school unnecessarily.

The school has effective monitoring of teaching in place and makes good use of assessment to inform planning. Pupils are given much support during lessons and helped to make good progress. There is sometimes insufficient opportunity given to pupils to assess their own work or to respond to the written feedback given by teachers in the books.

The school community is very strong and pupils, as well as adults, make determined efforts to ensure that this remains so. 'I am really happy in this school we do lots of performances and they help me with the things I struggle with. I love coming to school' is a comment from a pupil that sums up what makes this a good school.

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

- Enhance the outdoor provision in the Early Years Foundation Stage in order to improve the curriculum and so re-balance the amount of adult-led and child-initiated activities.
- Involve pupils more in their own learning by consistent use of peer- and self-

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assessment and the opportunity to respond to verbal and written feedback.

- Raise the level of attendance for all pupils to above average continuing to work with parents and carers to ensure pupils do not take unnecessary time off school.

## Outcomes for individuals and groups of pupils

**2**

Pupils start Year 1 with standards below average. Over the last two years standards at the end of Key Stage 2 have been improving and are now average in English and science. The impact of the whole school focus on raising the standards of mathematics has resulted in standards for last year being above average. The school has correctly identified that whilst maintaining the mathematics focus, there must now also be an increased focus on English to ensure that standards there do not fall behind. These results support observations made during the inspection that all pupils, including those of different ethnic backgrounds, those with special educational needs and/or disabilities and boys and girls make equally good progress and thoroughly enjoy their time in school.

Pupils have an outstanding sense of how to keep themselves and others safe and have great confidence that the adults in school will always help them. Pupils' exemplary behaviour is evident in lessons, around school and in their unfailing politeness and willingness to talk to visitors and staff. They support each other very well and have an excellent understanding of each others' cultures and traditions. They understand about healthy lifestyles and many make healthy choices when having a school provided lunch. Pupils make full use of the opportunities provided for sport. Break times are active, with a variety of games equipment available and well-used.

Pupils make a good contribution to their own and the wider community, but their independence is not yet established enough for them to take leading roles in the life of the school. The rising standards mean that pupils are developing good skills for the next step in their education. There is a small minority of pupils whose attendance is below average, which hinders good development of skills for the future. The performing arts curriculum makes a strong contribution to the pupils' cultural development. There are many opportunities for spiritual development, through assemblies and the curriculum. The physical and natural environments are not yet used fully to enhance the reflective experiences of pupils.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils make good progress in the majority of their lessons. This is because teachers understand what the pupils already know, match the work well to pupils' abilities and have high expectations. In the best lessons pupils are quickly engaged in their tasks and are keen to do their best. They are fully involved in the activities provided and support each other's learning by their excellent behaviour. Where the very small minority of pupils find it difficult to focus they are sensitively managed. This ensures there is no disruption to the overall learning and enables their own learning to continue. Other adults in the classroom work closely with the teachers and with pupils. Effective support for groups and individual pupils enable them to make equally good progress.

There are clear targets for learning on display in the classroom but at this early point in the year it is unclear if all pupils know their targets and what they need to do to achieve them.

There is a rich curriculum with many outstanding features. Literacy is enhanced by the performing arts, giving many opportunities for speaking and listening and for writing. This is exemplified by a class questioning 'Willie Wonka', wearing his top hat, before taking on the role to write a diary entry. Curriculum provision is further enriched by visits and visitors and by the willingness and enthusiasm of staff to develop their own skills such as learning the violin alongside the Year 3 pupils. As one member of staff said 'We think outside the box here' and as a result the curriculum is currently undergoing further development in order to strengthen the cross-curricular links.

The excellent understanding of all pupils' needs, and close work with families and external agencies, ensures that pupils get well-targeted support to enable them to make

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good progress in all areas. Where there are particular needs 'guardian angels' are assigned to ensure that pupils have an immediate contact to share any worries or concerns.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The very experienced and committed headteacher leads a strong and equally committed staff team. The senior leaders have high expectations and a passion and enthusiasm for their school that filters across the whole staff. The dramatic improvement in the standards of mathematics is evidence of the drive and ambition that is central to this school. Staff make full use of the many opportunities for professional and personal development.

The school engages with parents and carers very effectively with a variety of activities, an example of which is the ongoing parent/child workshop in mathematics. Parents and carers said how they enjoy coming and how it 'helps with maths and English'. Their views are sought and the links established when children first start school are nurtured and maintained throughout the school. Close and effective links exist with many external agencies including the local secondary schools. Equality of opportunity is strongly promoted both for pupils and staff. The expectation is that all should succeed. There is a link with a rural school which enhances the pupils' understanding of the wider community in Britain. The school's contacts with many areas around the world and its involvement in a variety of projects develop and increase their excellent understanding of the global community.

Governors have a good understanding of their role. They are clear about the strengths of the school and aware of the areas to develop. They work with the school to set appropriate targets for improvement. They ensure that safeguarding procedures, policies and practice are very rigorous. The school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Leadership and management of the Early Years Foundation Stage are good. The enthusiastic leader has a good understanding of requirements and has worked hard to improve the learning experience for the indoor environment. She has analysed and is clear about further improvements required to enhance the provision.

Children in the Nursery and Reception classes enjoy all aspects of their learning and make good progress. They enter the Nursery with skills well below those expected for their age, with problem solving, reasoning and number as the weakest areas of learning. A very large majority of children have significantly low language skills. These difficulties are identified early and well-targeted support enables these children, and those identified as having special educational needs, to make good progress. Frequent observations and formal assessments enable staff to keep themselves and parents and carers well informed of each child's progress.

The behaviour of the children is good and they quickly learn to get on well together and to keep themselves and each other safe. They learn independence and are able to tidy away impressively. Children enjoy the healthy snacks of fruit and vegetables available.

Provision in the Nursery is good. It is a warm and welcoming environment where children's work is valued. Welfare is of the utmost importance and high quality planning ensures that tasks are appropriate to each child's needs. Use of the outside area is currently restricted by the lack of shelter. Provision in the Reception class is satisfactory. The indoor environment enables children to access activities across the three rooms, which in the afternoons focus on the areas of learning. However planning for and use of the outside environment is under-developed and this limits the children's experiences.

There is good care for all children. The introduction to school, through visits to settings, meetings with parents and carers and information shared ensures children feel comfortable and allows good relationships with parents and carers to be established early.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are generally very supportive of the school. The returned questionnaires were positive and there were very few areas of concern. A few comments identified areas of concern, for example bullying, but the inspection evidence suggests that these were not typical and any incidents were very rare.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jessons CE (VA) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 486 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	54	46	46	0	0	0	0
The school keeps my child safe	57	57	41	41	1	1	0	0
The school informs me about my child's progress	37	37	55	55	6	6	0	0
My child is making enough progress at this school	35	35	57	57	5	5	0	0
The teaching is good at this school	42	42	57	57	0	0	0	0
The school helps me to support my child's learning	35	35	54	54	6	6	0	0
The school helps my child to have a healthy lifestyle	40	40	55	55	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	35	57	57	2	2	0	0
The school meets my child's particular needs	34	34	57	57	3	3	0	0
The school deals effectively with unacceptable behaviour	34	34	45	45	14	14	3	3
The school takes account of my suggestions and concerns	33	33	52	53	8	8	2	2
The school is led and managed effectively	40	40	52	53	5	5	0	0
Overall, I am happy with my child's experience at this school	51	51	44	44	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 September 2009

Dear Pupils

Inspection of Jessons CE (VA) Primary School, Dudley, DY1 2AQ

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting you, talking to you and joining in your lessons. We were very impressed with how polite and well behaved you are and how proud you are of your school. You told us that you 'love coming to school'. We also thought that you look after each other very well, like a very big family! You are given lots of opportunities to perform and you do this very well as we discovered when listening to the Jubilate Choir!

When you start school the teachers work hard to make sure you settle and can learn well. We found that this could be even better if the outside area of the Nursery and Reception unit was used more. We have asked your teachers to develop this area and to plan to make more use of it and have a mix of activities that children choose to do and some that adults lead.

You work hard in your lessons, particularly in mathematics and as a result you are getting better and better. You don't always have enough time to decide whether your work is good enough and so we have asked your teachers to make sure that you are able to check your own work and decide what you have done well and what you could improve. We've also asked them to give you time to read and respond to the comments they make in your books.

The school is well led by staff and governors who with all the adults in the school care a lot about you and help you to be safe. They work hard to make sure you can do the best you can. Some of you miss a lot of time at school. We have asked the school to work with your parents and carers to make sure that attendance improves and you can help by not taking any unnecessary time off school.

I wish you well in the future and thank you again for making us feel so welcome.

Yours sincerely

Jenny Batelen

Lead Inspector

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