

Jesmond Road Primary School

Inspection report

Unique Reference Number	111582
Local Authority	Hartlepool
Inspection number	337701
Inspection dates	20–21 January 2010
Reporting inspector	Margaret Shepherd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair	Mr John Ibbotson
Headteacher	Mrs Jane Loones
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons, held meetings with governors, 12 teachers and groups of pupils and talked to parents and carers. They observed the school's work, and looked at tracking data, the school improvement plan, key policy and procedure documents, pupils' work, assessment books and 50 questionnaires from parents and carers. Almost one third of the time was spent inspecting pupils' learning.

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

- whether standards and progress were continuing to improve and why standards in English were lower than those in mathematics
- the differences in quality between pupils' healthy lifestyles, contributions to the community, behaviour and safety
- key features in leadership and management that have improved provision and ensured a rise in standards
- the quality and outcomes of the Early Years Foundation Stage provision.

Information about the school

The school serves the community in the centre of Hartlepool. It has a much higher proportion of pupils eligible for free school meals than usual. Pupils are predominantly White British. There are a few pupils with special educational needs and/or disabilities than average. The school building is very old and the school field is on separate premises. There are four mixed-age group classes, one for Years 1 and 2 pupils and three for Years 3 and 4 pupils. The Early Years Foundation Stage is accommodated in a Nursery and Reception unit. The children who join the school in the Nursery are joined by others from adjacent nursery provision at the beginning of Reception. At the time of the inspection there were some subject leaders and a senior leader who were new to their posts of responsibility.

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

This is a good school that has been consistently improving over time, which parents and carers appreciate. This is a result of the outstanding headteacher, who drives improvement across the whole of the school's provision. She is ably supported by an enthusiastic and efficient senior leadership team. Members of the governing body play an important part in determining the strategic direction of the school. All these leaders have a very clear understanding of the school's strengths and weaknesses. They have been very successful in embedding ambition across the staff, who are keen to play their part in making the school a better place for learning. These features result in a steady rise in standards and improvement in pupils' personal development. This gives the school a good capacity for future improvement.

Children enter the school with skills well below the expected level, particularly in language and literacy. The Early Years Foundation Stage provision is good. Children achieve well particularly in language and literacy and by the time they reach the end of Reception standards have risen to below average. Progress is particularly good in language and literacy because the school has worked hard to improve this aspect of its work. The provision for problem solving, reasoning and numeracy in the Early Years Foundation Stage is not as effective. The good progress of the first two years of schooling continues steadily through the rest of the school and by the time pupils leave the school standards are broadly average, with higher standards in mathematics than English. This is a result of a combination of good teaching, which has some outstanding features, and a well-balanced curriculum. Pupils with special educational needs and/or disabilities make good progress due to careful analysis of their needs and flexible support to meet those needs. More able pupils make good progress in mathematics but the level of challenge they receive in some lessons in English is not high enough, which reduces their rate of progress.

The school has worked hard to introduce a more lively and relevant curriculum for its pupils. It has made a good start to this initiative but has not had time to evaluate its full impact on learning. The curriculum provides many opportunities for pupils to develop their contributions to both the school and the local community and they respond very well to these challenges. However, opportunities for developing links with the wider communities of the national and global dimension are no better than satisfactory. Pupils have a good understanding of keeping safe and healthy. Behaviour is good, with pupils settling quickly to work in lessons and moving around the huge building very sensibly. There is a very small proportion of pupils with challenging behaviour, which the school manages well. Pupils fully respect the school's golden rules, which makes the school a harmonious place for learning.

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

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What does the school need to do to improve further?

- Provide consistently good teaching for more able pupils in English.
- Evaluate the new curriculum, including the provision for community cohesion, building on the established strengths and eradicating weaknesses.
- Extend the provision for problem solving, reasoning and numeracy in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

2

Pupils really enjoy their learning. They tackle their work with enthusiasm and try hard to complete their tasks. A good example of these attitudes is the early morning start to mental mathematics, where pupils come in 10 minutes early every day and settle quickly to their individual workbooks. They listen well in whole class sessions and willingly share their ideas with each other when they work in pairs. They have a good understanding of what they need to do to improve their work. Pupils who work in mixed-age classes cooperate well across the different age groups. Progress does not slow in these classes. Pupils with special educational needs and/or disabilities work hard, whether they are in whole class sessions, small groups or receiving individual support. There is some outstanding progress in Year 5, where pupils concentrate very hard to develop basic skills and think about their responses to historical challenges, for example how they would respond to being evacuated during the Second World War. By Year 6 pupils are producing extended pieces of writing with imaginative vocabulary.

Pupils take their responsibilities seriously. They rise to the challenge of making decisions on the school council and relish opportunities to extend their roles into the community, such as in planting trees in the cemetery. They develop good spiritual, moral, social and cultural skills and have the maturity to tackle new challenges, such as learning to dance the foxtrot. They celebrate each other's successes and take good advantage of opportunities for reflection when they are provided, such as in assembly. Pupils' basic skills are average by the time they leave the school and their skills of working in teams and in business enterprises support the needs of their future lives. They develop a good understanding of conservation through their projects based on fair trade.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers produce very thorough planning, which provides a good variety of different tasks to sustain pupils' interests. They work in a productive partnership with teaching assistants, who have a good understanding of the key learning expected during the lesson. The regular use of electronic whiteboards provides a stimulating additional dimension to the teaching. Teachers mark pupils' work very well and this is particularly good for the older pupils, where extremely clear guidance is provided. Staff manage pupils' behaviour well and create an expectation that the classroom is a place where they are expected to concentrate. In some English lessons teachers do not provide challenging enough questions for more able pupils and some of the tasks are not pitched at a high enough level to optimise these pupils' learning. In the outstanding teaching there is a fast pace, pupils' contributions are skilfully used as teaching points and there is a rich range of different approaches to learning. The school has worked hard to ensure that its curriculum is more relevant to pupils' needs than previously. Staff have made a very good start, particularly in providing an exciting and memorable visit into the community, to initiate each new topic of work studied. The provision for pupils with special educational needs and/or disabilities is thorough and is flexible enough to respond to their varying needs. The school takes its responsibilities for care, supporting and guiding pupils very seriously and it is consistently good in these areas. All members of staff play their part in providing a safe and secure basis for pupils' development.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a very clear educational vision for the work of the school. She works extremely effectively to transmit this to all staff. She implements efficient whole school strategies to ensure that there is consistency in provision as pupils move through the school. The senior leadership team supports her very well in driving improvements forward. There are very thorough systems for leaders to monitor teaching and learning, and this is supporting the new senior leader and subject leaders well in carrying out their roles. The outcomes of this monitoring are used effectively to drive performance management and provide professional development to improve provision further, both across the whole school and for individuals. The governing body has a good knowledge of the school's strengths and weaknesses and provides a good range of expertise to support and challenge leaders. The school uses external specialists very well to extend its expertise. There are good partnerships with parents and carers, which they appreciate. The school's promotion of equal opportunities is satisfactory. The weakness is the provision for some more able pupils. In other aspects the school's work is good, such as in providing a parallel curriculum across year groups and tackling discrimination. Safeguarding procedures are thorough, with staff well deployed to work with the systems. Community cohesion is satisfactory. It is better within the school community and the locality but not as good in relation to the national or global community. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

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	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children learn particularly well in relation to their personal development because the unit provides stimulating and varied activities across the school day to support their needs. They behave well, have good levels of independence and make choices confidently. The leader has appropriately prioritised language and literacy development. The result is a thorough phonic programme of work and by the end of Reception the majority of children are approaching the expected level. There are not enough opportunities for the development of problem solving, reasoning and numeracy, either in adult-led activities or in independent learning. In the other areas of learning there is a good balance between focused group work with an adult and activities chosen by children. The welfare of children is outstanding, with the needs of children given high priority. The key worker systems work well. There is a good partnership with outside agencies and parents' and carers' contributions are valued by staff.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The great majority of comments from parents and carers are positive, with parents and carers identifying many major improvements over the past years. They appreciate the approachability of staff and feel that their children are happy at school and are progressing well. The inspectors agree with the positive comments. There were a small number of negative comments with no more than one parent expressing concern. The question of the organisation of the mixed-age classes was raised, as were the difficulties of collecting children from different parts of the school building. The inspectors judge that the mixed-age classes are working well and that the school tries very hard to overcome the many disadvantages of the accommodation.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jesmond Road 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	56	22	44	0	0	0	0
The school keeps my child safe	28	56	22	44	0	0	0	0
The school informs me about my child's progress	27	54	19	38	4	8	0	0
My child is making enough progress at this school	24	48	26	52	0	0	0	0
The teaching is good at this school	24	48	26	52	0	0	0	0
The school helps me to support my child's learning	23	46	23	46	3	6	0	0
The school helps my child to have a healthy lifestyle	22	44	27	54	1	2	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)	22	44	26	52	2	4	0	0
The school meets my child's particular needs	23	46	26	52	1	2	0	0
The school deals effectively with unacceptable behaviour	21	42	26	52	3	6	0	0
The school takes account of my suggestions and concerns	18	36	26	52	5	10	0	0
The school is led and managed effectively	25	50	24	48	0	0	0	0
Overall, I am happy with my child's experience at this school	24	48	26	52	0	0	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



23 January 2010

Dear Pupils

Inspection of Jesmond Road Primary School, Hartlepool, TS26 0HR

The whole inspection team would like to thank you for the way you welcomed us into your school. You really helped us to understand what you were learning and what you think about all the different things that you do. You go to a good school that has been steadily improving over the past years. This is because your headteacher works so well with all the staff to decide what is going well and what needs developing. With the senior leaders and governors, the school then tackles the things that will help you to learn better.

When you come into school your skills are well below what is expected for your age and by the time you leave you have reached the expected standards. This is because you make good progress as you move through the school. Those of you who find learning more difficult make good progress because you receive work that helps you to improve. For those of you who find learning easier, the school challenges you well in mathematics, but this is not as effective in some English lessons. For those pupils, you can do your best to succeed when you get more difficult work and we have asked your teachers to provide this.

We judge your personal development to be good. Although a very small number of pupils sometimes do not behave well, the great majority of you are very well behaved, particularly in lessons and when you move around your big school building. We were very impressed with the grace you showed when you were learning the foxtrot. We think that teaching is good and so is the curriculum, particularly the new topics you use. We have asked your teachers to decide how well the new systems are working and then make them even better. We have also asked them to help you make more community links across Britain and the wider world. The Nursery and Reception unit is good. Children make very good progress in language and literacy, but it is slower in numeracy. We have asked the staff to give you more opportunities to progress in numeracy.

We know that you are very excited about your new school building and we wish you all the best for your future lives as you move across to it.

Yours sincerely

Mrs Margaret Shepherd

Lead Inspector

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