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Mrs A Thornton
Wallsend Jubilee Primary School
Mullen Road
High Farm
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Tyne and Wear
NE28 9HA

Dear Mrs Thornton

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 7 May 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the pupils and the governor who gave up time to talk with me.

Since the last inspection one teacher has been seconded to the local authority and a newly qualified teacher has joined the school.

As a result of the inspection on 6-7 May 2008, the school was asked to:

- 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.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils' achievement has improved since the last inspection. In 2009, pupils' performance in national tests improved and they reached broadly average standards in English, mathematics and science. The 2009 value added measures show that pupils' progress from the end of Key Stage 1 to the end of Key Stage 2 has also risen markedly, albeit from a very low base. School data indicate that most current Year 6 pupils, including those with special educational needs and/or disabilities, are on track to reach their challenging targets this year. Work in pupils' books and in lessons seen during this monitoring visit supports this assessment. Recent initiatives, such as new ways of teaching writing, improvements to the curriculum and closer links with partner schools to support learning, have all had a positive impact on pupils' progress.

The use of assessment has improved since the last inspection. Assessment is now more sharply focussed and is used more effectively and consistently by most staff to identify pupils who are in need of extra help or greater challenge. It is also being better used to plan pupils' future learning. Consequently, the work in lessons is increasingly well matched to pupils' needs so they do not find it too easy or too hard. In many lessons, pupils are given opportunities to develop their learning skills further by assessing their own work and that of their peers. Intervention strategies, particularly for pupils with special educational needs and/or disabilities, are well targeted and are resulting in improved standards and faster progress.

The quality of teaching has improved since the last inspection. As a result, in most lessons pupils enjoy learning and work hard. Lessons are planned well and teachers make good use of varied resources to engage pupils' interest. In most lessons, pupils are given a good mix of activities and have opportunities to work independently. In a few lessons, however, some pupils become restless when teachers talk for too long. The marking of pupils' work has improved and teachers now give them clearer pointers for improvement.

Managers are increasingly aware of their responsibilities for bringing about school improvement. Recent training has extended their monitoring and evaluation skills. They are now much more involved in observing lessons and scrutinising pupils' work and consequently have a clearer overview and understanding of the rates at which pupils in all classes are progressing. They have produced a series of well-structured plans for further improvement. Managers provide good support for other staff but recognise that they have yet to fully share the good practice in teaching across the school.

Governors are well briefed by the headteacher and School Improvement Partner and have a better understanding of the strengths and weaknesses of the school. They are now more experienced and better trained so that they are able to be more fully involved in monitoring the work of the school.

The school is now effectively building its capacity to sustain improvement. Senior leaders have tackled some weaknesses effectively and this has brought about improvements, particularly in teaching. The headteacher has raised expectations and been at the forefront of driving improvement. She has made good use of support from the local authority and the School Improvement Partner to provide training for staff. This has helped to clarify the roles of senior managers and sharpen their monitoring and evaluation skills. Improvement planning is realistic, clear and more firmly focused on raising attainment and improving teaching further.

This monitoring visit included a check on the school's safeguarding procedures and found them to be secure and meeting current requirements.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ann Wallis
Additional Inspector