

# West Jesmond Primary School

## Inspection report

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<b>Unique Reference Number</b>	131203
<b>Local Authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	354362
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	Allan Lacey HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	578
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Joanne Kingsland
<b>Headteacher</b>	Valerie Lyons
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Tankerville Terrace Newcastle-upon-Tyne Tyne and Wear NE2 3AJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and observed 20 teachers. The inspectors held meetings with governors, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 272 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

- how consistent and effective the teaching is and how well staff use assessment to plan work for pupils at the right level
- whether the curriculum is making a difference to pupils' learning
- how well pupils make progress relative to their starting points, especially at Key Stage 2 in mathematics
- how well pupils understand, accept, tolerate, respect and celebrate diversity.

## Information about the school

This is a larger than average sized primary school. The school has recently moved into a new building on its original site after spending some time in alternative accommodation. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils identified as having special educational needs and/or disabilities is below the national average. The number of pupils with a statement of special educational needs is below the national average. Approximately two thirds of the pupils are of White British heritage. The remaining pupils are from a diverse range of minority ethnic backgrounds. The number of pupils with English as an additional language is above the national average. The school holds the Healthy Schools award and the Leading Parent Partnership award.

**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

West Jesmond Primary School is a good school. It has some outstanding features. The school is a happy, friendly community where pupils feel safe and have total confidence in the adults who care for them. Parents, carers and pupils are proud of the school. 'I am very impressed with the school, both my children love it here, the school has helped them grow both academically and personally,' is a comment that reflects the views of many parents and carers well. The quality of care guidance and support the pupils receive is good. Pupils feel well cared for because the school works hard to know every pupil as an individual. Throughout the school, the vast majority of pupils are polite and well behaved, and they enjoy their learning. A very small minority of pupils have some difficulties with their behaviour, but as a result of the support and guidance given their behaviour is improving and does not disrupt classroom learning. Pupils have an excellent understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and taking part in sporting activities. The school is very much at the centre of the local community, being increasingly used as a resource for local groups. Pupils take part in range of local festivals and events and fundraising for charities, both local and international, on a regular basis. The spiritual, moral, social and cultural development of the pupils is outstanding. Pupils are reflective and show great respect for other people's feelings and values.

Achievement is good. Pupils make good progress and the majority attain overall standards that are above average, and sometimes significantly above average, by the time they leave the school. The school is very successful in supporting pupils with special educational needs and/or disabilities and those who are learning English as an additional language. The large majority of teaching is good with an increasing proportion that is outstanding. Pupils are actively involved in lessons and make good progress, although the pace of a few lessons slackens sometimes because occasionally teachers talk for too long. The best lessons fully motivate and engage the pupils in their learning. The curricular provision is well organised and imaginative and impacts positively on pupils' motivation and progress. Work is marked promptly, but marking does not always identify clearly what pupils need to do next to improve.

Good leadership and management are at the heart of the school's success and have helped to steer the school well through its recent challenges. The headteacher provides outstandingly clear and collaborative leadership, which ensures the good quality of education in the school. School self-evaluation is effective in providing leaders with a developed view of what needs to be done to improve. However, analysis and evaluation of how teaching is impacting on how well pupils are achieving is not yet rigorous enough. The monitoring of teaching and learning is comprehensive. However, it occasionally

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focuses too much on what the teaching is doing and not enough on pupils' learning and achievement. The governors fulfil their responsibilities outstandingly well. They are well informed and provide an excellent balance of challenge and support. They have made a very strong contribution to the development of the school since the last inspection. The school succeeds in promoting an environment of tolerance, understanding and celebration of the religious and culturally differences found amongst its pupils.

The good procedures for safeguarding meet all statutory requirements and underpin the school's caring approach. The school has excellent partnerships with community groups, external services and local schools. There are extremely positive relationships with parents and carers. The effective leadership of the school, the good record of pupils' progress and the developed system for the school's self- evaluation indicate that this school has a good capacity to improve further.

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

- Further improve the quality of teaching and learning and hence pupils' achievement, by:
  - - ensuring that the pace of all lessons is suitably brisk and challenging
  - - ensuring that the marking policy is consistently applied so that marking identifies clearly what pupils need to do next to improve
  - - improving the effectiveness of lesson observations by consistently focussing on the learning and progress of all pupils
  - - monitoring teaching and learning more effectively by focussing more sharply on pupils' progress.

**Outcomes for individuals and groups of pupils****2**

Classroom observation and other inspection evidence show that all pupils are making good progress overall in lessons because work is mostly tailored to meet their learning needs and teaching largely promotes enthusiasm for learning. Occasionally, progress slows when pupils are not engaged as fully as possible as active learners. Currently, Year 6 pupils are making good progress and attaining standards that are well above average in English. In mathematics and science, although standards fell in 2009, inspection evidence shows that current Year 6 pupils are making particularly strong progress, attaining standards that are significantly above the national average.

Pupils' positive attitudes and behaviour contribute strongly to their learning. One older pupil described the feelings of many when he said, 'Everyone really tries to do well here, and we enjoy it as well!'. Pupils have a good understanding of the cultural diversity found within their own school and celebrate this with a number of exciting theme days based on a particular culture or religion. Pupils enjoy the opportunities to take responsibility within the school, such as being part of the very active school council. Pupils make an outstanding contribution to the local community, with many very worthwhile and innovative links being made, such as the school's work with older people. Pupils demonstrate an excellent understanding of the need to eat healthily and

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to take plenty of exercise. One pupil commented 'we have been taught to think about what we eat and how much exercise we do. I think if we learn these things now we will be healthier in the future'

The excellent support that pupils with special educational needs and/or disabilities and those with English as an additional language receive ensures that their learning and progress are good and that they are happy and secure. The large majority of parents and carers of these pupils were extremely complimentary in their comments about how well their children are progressing and the support provided by the school. Attendance is good and improving as a result of effective strategies being put in place. Older pupils show a good awareness of the possible dangers of drugs, alcohol and the inappropriate use of the internet. Pupils leave the school as effective problem solvers, confident in new learning environments and with an advanced ability to reflect critically on the effect of their own and others' ideas and actions. These qualities prepare them extremely well for their next stage of education.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

<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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Most lessons are planned well, based on what pupils know and what they need to learn next. This is having a major impact on the quality of pupils' learning. The key aims of each lesson are shared so that pupils have a clear sense of what is expected of them. Most lessons have high levels of engagement and enjoyment, with paired talk being a key feature of activities. Teachers question pupils well, often targeting different questions at different ability groups. Occasionally, teachers talk for too long and keep their pupils sitting passively when they could be more usefully employed tackling what are often exciting challenges. Occasionally, work is not matched to pupils' specific needs and on these occasions, pupils are not fully engaged with their learning. Teaching assistants provide good support, particularly for those with learning difficulties and/or disabilities and those in the early stages of learning English. Teachers' marking of pupils' work is variable in its quality. Marking does not always make clear the small steps pupils need to take to improve the quality of their work.

The good curriculum is matched well to the pupils' needs. Since the last inspection the school has adopted a creative approach to the curriculum and a wide range of activities successfully capture the pupils' imagination. The structure of the curriculum ensures basic skills are practised and used increasingly well in a broad range of subjects and experiences for pupils. Information and communication technology is used effectively by teachers to raise interest, enhance learning and promote basic skills through a range of subjects. The curriculum is enriched by a good range of extra-curricular activities as well as educational visits and visitors to school. These visitors include parents and carers, who have added their knowledge and expertise in specific areas. Pupils also have access to a wide range of sports along with the opportunity to take part in a number of artistic and musical activities.

Parents and carers appreciate the good care and support that their children receive. All staff know each pupil well and are fully involved in providing effective pastoral support, especially for those with special educational needs and/or disabilities and those with English as an additional language. Careful tracking of their work enables individual support programmes to be initiated for those pupils in danger of falling behind. Pupils with special educational needs, those with English as an additional language and potentially vulnerable pupils are supported very effectively, enabling them to take a full part in all aspects of school life. The school draws well on the expertise of external agencies to work collaboratively upon programmes for those with more complex needs and keeps in close contact with parents about how well their children are progressing.

*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>2</b>

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## How effective are leadership and management?

The headteacher provides outstandingly strong and creative leadership. She is very ably supported by the deputy headteacher and the senior leadership team. The senior management team and the governors, with support from the local authority, have effectively steered the school through a time of considerable change. At the centre of the school's development has been a shared vision and a drive to achieve the best for the pupils at the school. The leadership team is highly successful in ensuring all groups of pupils have equality of opportunity and that there is no discrimination. The school has worked effectively to enable pupils to gain a greater understanding of people from differing cultures and backgrounds through an effective community cohesion plan. Links with parents and carers are excellent and there are good links with other schools and outside agencies that support pupils' learning well.

The leadership team monitors the quality of teaching regularly and provides effective guidance to enable teachers to improve their planning, subject knowledge and use of assessment. However, the quality of lesson observations is variable and occasionally focuses too much upon what the teacher is doing rather than on what the pupils are learning and achieving. Morale is high and staff have a determination to improve provision further. They are constantly seeking ways to develop their practice. The leadership team makes effective use of its tracking procedures to ensure that information on individual pupils' progress is easily available. However, the school's analysis of this information is limited, because the link between the quality of teaching and the outcomes it produces for pupils is not well developed.

The procedures for safeguarding are robust and all staff receive regular and relevant training. Resources are deployed well. The school manages its finances well and ensures 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>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The majority of children start school with skills that are above those expected for their age. They make good progress because teachers and teaching assistants have a good understanding of how young children develop and learn and because teaching is good. Adults work together closely to ensure that learning is fun. They carefully observe and record children's achievements and use this information to plan activities tailored to children's varying needs and abilities. Teachers use data effectively to plan children's next steps in learning and make good use of tracking information to identify any areas of learning where an individual child underachieves. Teachers and leaders use this information less effectively when evaluating the quality of the provision as a whole or when identifying and planning the next steps for development.

Parents and carers make valuable contributions to their children's learning. Children form good, caring and trusting relationships with each other and with adults. They are excited and motivated to learn and are confident to try new activities and speak in a large familiar group. Behaviour is good and children work well together. The consistent use of praise and encouragement helps children to develop positive self-esteem. Arrangements to promote children's health and safety are robust, and all welfare requirements are met, which ensures that children feel safe and are happy in school.

The leadership and management of the Early Years Foundation Stage are good and result in a clear vision and well-focused plans for future improvements. The curriculum provides interesting and positive experiences for children. Children have good access to well-considered and imaginative outdoor areas where their learning is extended. Activities provided for children are a healthy mix of those that are child-initiated and those that are adult led. Opportunities for children to explore new experiences independently are good.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 majority of the parents and carers who replied to the questionnaire are very content with the quality of education and care provided at West Jesmond School. Comments

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include: 'We are extremely pleased with the way the school is run', and, 'This is now a school where children achieve well and are confident and happy'. The inspectors found no reason to disagree with these views. A small minority of parents raised issues particularly regarding the behaviour of pupils in school. The inspectors found behaviour of the pupils was good. However, they did recognise that specific children do have problems with their behaviour. They found these pupils to be very much in the minority and that the support given by the school to help them was having good effect. The inspectors found that the behaviour of these children did not inhibit progress in the lessons that were observed.

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

Ofsted invited all the registered parents and carers of pupils registered at West Jesmond 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 272 completed questionnaires by the end of the on-site inspection. In total, there are 578 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	164	60	97	36	9	3	0	0
The school keeps my child safe	178	65	89	33	1	0	1	0
The school informs me about my child's progress	113	42	137	50	20	7	0	0
My child is making enough progress at this school	132	49	114	42	19	7	2	1
The teaching is good at this school	149	55	108	40	6	2	0	0
The school helps me to support my child's learning	113	42	135	50	19	7	3	1
The school helps my child to have a healthy lifestyle	116	43	132	49	21	8	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)	114	42	128	47	11	4	1	0
The school meets my child's particular needs	121	44	123	45	20	7	2	1
The school deals effectively with unacceptable behaviour	88	32	140	51	30	11	10	4
The school takes account of my suggestions and concerns	102	38	137	50	21	8	4	1
The school is led and managed effectively	141	52	109	40	13	5	3	1
Overall, I am happy with my child's experience at this school	142	52	115	42	8	3	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



21 May 2010

Dear Pupils

Inspection of West Jesmond Primary School, Newcastle-upon-Tyne, NE2 3AJ

You may remember that I visited your school recently with two other inspectors. We really enjoyed our two days. I am writing to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You are rightly proud of your school because it is a good school. You told us how much you like your teachers and how they make learning fun and interesting. We agree that the teaching is good and helps you to make good progress in your lessons. Those of you who find things a little more difficult are given good support which helps you to do well. By the time you move on to secondary school, you are usually doing better in English, mathematics and science than pupils in most schools.

You told us how much you enjoy school and like all the extra things you get to do, in sport and music for example. You behave well and all get on together. You have a very good understanding of the importance of living a healthy life.

Your headteacher, all the other staff and governors are determined to make things even better. We have asked them to make sure that they watch carefully how you are doing in lessons and how the teaching is helping you to learn. We have also asked them to think of ways to make your lessons even more interesting and how they can help you understand your next steps in learning when they mark your work.

You can help the teachers by continuing to follow their advice on improving your own work, always trying hard and having fun.

Yours sincerely

Allan Lacey

Additional Inspector

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