

# Jesmond Gardens Community Primary School

Jesmond Gardens, Hartlepool, TS24 8PJ

**Inspection dates** 19–20 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has high expectations, a strong vision and uses her excellent leadership skills to drive improvement. She is supported well by senior leaders and a strong team of teachers. Together they have raised standards and developed the school well, including pupils' outstanding behaviour. Teaching is continuing to improve and positive actions have taken place to eradicate any underperformance.
- Governors provide good support and challenge to the school. They know the school well, ensuring that standards are continuing to rise and that teaching is improving.
- Pupils' behaviour and their understanding of how to keep safe are outstanding. Pupils work and play together in harmony. They benefit from the school's very strong commitment to developing their spiritual, moral, social and cultural development. Relationships are outstanding. Pupils have outstanding attitudes to learning because teachers motivate and engage them well.
- Teaching is good and some is outstanding. Lessons are well planned and ensure that pupils' needs are met fully in lessons. Pupils have good support from skilled and effective teaching assistants who work flexibly to maximise support for pupils' learning. Pupils respond well to teachers' effective questioning and work industriously in lessons.
- Achievement is good and continues to improve. Children have a good start to their time in school, due to a strong focus on their personal development and their speaking and listening skills, and they make good progress across the early years.
- Pupils make good and increasingly better progress across Key Stage 1, due to consistently good teaching. They make good progress across Years 3 and 4. They make accelerated progress in Years 5 and 6 and leave the school with standards that are above average and continuing to improve.

### It is not yet an outstanding school because

- Teaching is not yet consistently outstanding. Pupils do not always make accelerated progress in lessons. Where outstanding practice is evident, this is not shared sufficiently with other teachers.
- Boys do not always reach a high enough standard in their writing. In the early years, there are insufficient opportunities for boys to write for a purpose. Boys do not always have boy-friendly activities that meet their needs and are not always challenged to write to the highest standard.

## Information about this inspection

- Inspectors observed 28 lessons, of which three were observed jointly with the headteacher and some with the assistant headteachers.
- Inspectors observed groups of pupils, as well as individual pupils, working with teaching assistants. They listened to Year 2 pupils read, and heard other pupils read in lessons.
- Inspectors talked to a range of pupils, including the school council, about their work. They also examined a wide range of pupils' work across the school.
- Meetings were held with four governors as well as teaching staff, including middle leaders and the headteacher.
- Inspectors observed the overall work of the school and studied a number of documents, including the school's data about pupils' current progress. They also examined documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors took account of 32 responses to the online questionnaire (Parent View). They also considered the school's parent and staff questionnaires.
- Inspectors looked at the school's website and a range of other evidence regarding the school's work.

## Inspection team

David Shearsmith, Lead inspector	Additional Inspector
John Pattinson	Additional Inspector
Barbara Waugh	Additional Inspector

## Full report

### Information about this school

- The school is a larger than average-sized primary school.
- There is a well above average proportion of disadvantaged pupils, those supported by the pupil premium, which is additional funding for those pupils known to be eligible for free school meals and children in the care of the local authority.
- The proportions of disabled pupils and those with special needs are above average.
- The majority of pupils are of White British heritage.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The early years is taught in a unit including Nursery and Reception classes with children attending both full- and part-time sessions.
- The school has a breakfast club managed by the governing body.
- The headteacher provides support to another school.

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

- Improve teaching so that it is consistently outstanding by:
  - ensuring that there is a greater focus in some lessons on pupils making more progress
  - sharing existing outstanding practice on how to accelerate pupils' progress in lessons.
- Improve the standards of boys' writing by:
  - providing more opportunities for boys to write for a purpose in the early years
  - ensuring that boys have writing activities that are boy-friendly and related to their needs, which will improve the quality of their writing.

## Inspection judgements

### The leadership and management are good

- The headteacher's inspirational leadership has developed a caring but rigorous approach to ensuring that most pupils achieve well. She places pupils' personal development at the heart of this thorough approach, ensuring all feel valued and make good progress.
- She is supported well by a strong and developing leadership team. Staff work tirelessly to improve outcomes for every pupil and they have successfully improved behaviour and safety to outstanding and improved attendance. The leadership team have put rigorous procedures in place to improve the quality of teaching and learning.
- The school's leaders check the school's performance and the success of actions to bring about improvement stringently and regularly. They use this information effectively to bring about further improvements. The plans for improvement are accurate and include effective mechanisms to measure the impact of actions taken. Staff are appropriately rewarded for their work as leaders and in the classroom based on the school's performance. They have access to high quality training and development to improve the work of the school.
- Middle leaders support this drive for improvement well. They check on pupils' progress regularly and have been instrumental in developing the school's new curriculum and assessment arrangements. They liaise with governors about their subjects and feedback on the impact of work undertaken to improve the school.
- Targets for pupils and staff are aspirational and provide effective challenge. They are very specific and aimed at improving performance. These targets have been effective in improving some teaching to outstanding, but have not yet impacted on improving all pupils' or teachers' performance. As a result, neither pupils' achievement nor leadership and management are outstanding yet.
- Regular checks are made by the headteacher, along with other senior and middle leaders, on the quality of teaching, through lesson observations and checks on pupils' work, resulting in improving some teaching to outstanding. Where outstanding practice is evident, particularly about how to accelerate pupils' progress in lessons, it is not always shared widely enough.
- The primary school sport funding has been used well to widen the school's provision for sport. Sports coaches are used to teach classes and to broaden pupils' sports experience. Coaches also worked closely with staff to improve the staff's ability to teach various sporting activities.
- The school's commitment to enhancing pupils' personal, as well as academic development is underpinned by the good promotion of pupils' spiritual, moral, social and cultural understanding. Through the curriculum, pupils have access to a wide range of artistic, cultural and musical experiences that promotes their aesthetic development well. Leaders and staff have successfully incorporated relevant up-to-date aspects of the curriculum into planning and lessons, thus enriching pupils' experiences and ensuring that they are prepared for life in modern democratic Britain.
- The school's curriculum and the systems to assess pupils' achievement are well advanced in terms of meeting new requirements. The curriculum already provides a rich and imaginative variety of activities. Strong links between curriculum areas, particularly in promoting literacy, enable most pupils to apply their basic skills effectively in other subjects.
- The school has a strong commitment to ensuring that all pupils have an equality of opportunity to achieve as well as they can. They regularly check on pupils' progress to ascertain whether anyone is falling behind. They have identified that boys do not write as well as they should and have already taken action to improve this and work in books and the school's data are already indicating signs of improvement.
- Pupil premium funding is used to good effect. Pupils have significant support during lessons to ensure that they make better progress and this strategy has had a good effect on their progress, which means that the school is successfully closing the gap between the performance of pupils supported by the pupil premium and others in the school and nationally.
- The school ensures that it has a good relationship with parents and they are very positive about the school. Regular 'work-sharing' assemblies are well attended and engage parents in the school's work.
- The school has good support from the local authority in its drive to become an outstanding school.
- **The governance of the school:**
  - Governors rigorously support and challenge the school to do better. They have a thorough knowledge of the school through regular visits, when they observe lessons and pupils' work. Governors use this information effectively to measure the impact of the school's work on pupils' performance. They have a good understanding of the school's data and know its strengths and where it needs to improve.

Meetings with staff and talking with pupils also gives them a helpful insight into the school's work. Governors' wide range of skills and clear areas of responsibility are used successfully to support the school.

- Governors understand the systems for rewarding teachers and ensure that any increases in salary are linked to pupils' performance. They manage the school's budget resourcefully and competently, making sure the pupil premium and sports funding are having a positive effect on pupils' achievement, health and well-being. Governors also ensure that they meet their statutory duties with regard to safeguarding and protecting pupils from harm. Staff and governors have been trained appropriately in child protection and safer recruitment.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils thoroughly enjoy their lessons. Pupils are highly engaged and motivated by the activities provided by teachers and have outstanding attitudes to learning. They have a real desire to learn, promoted by the way the school organises the curriculum.
- Pupils behave exceptionally well as they move around the school. The school's policy for pupils not wearing shoes inside encourages a quiet working atmosphere that promotes effective attitudes to learning.
- Pupils enjoy their break times because the school has good provision for play. Pupils use the equipment very sensibly and play together well. Lunchtimes are equally well organised and pupils enjoy this time. Lunchtime staff provides useful support, which enables pupils to play harmoniously.
- The school has outstanding systems to support pupils who may be vulnerable or at risk, including any who find it difficult to behave well at all times. This is very effective in ensuring that behaviour across the school is outstanding. Consequently, any disruptive behaviour is exceptionally rare.
- Pupils are very respectful towards everyone in the school. They are polite and well mannered and are keen to tell you about how proud they are of their school.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils have a very mature grasp of how to manage risk in a wide range of different situations. They have a comprehensive understanding of keeping safe when using technology, particularly the Internet and mobile phones.
- Pupils state clearly that bullying rarely takes place in school. They understand different types of bullying and know what to do if any occurs.
- The school has exceptionally thorough processes for supporting pupils who are vulnerable, or at risk from harm. Procedures for keeping pupils safe in school are just as rigorous, enabling pupils to feel safe and secure.
- Parents, pupils and staff were overwhelmingly positive about pupils' behaviour and how well they are cared for in school.
- Attendance is given a very high priority by the school. Staff pay close attention to anyone whose attendance is below average and have systems in place to support pupils' better attendance. Consequently, pupils' attendance is average and rising.

## **The quality of teaching** is good

- Teaching is consistently good, with an increasing proportion that is outstanding. The school has developed teaching through some good professional development and strong teamwork. The school already shares good practice, but understands the need to disseminate it more widely
- Teachers know their pupils well and use this information effectively to ensure that they make good progress. Some teachers do not focus sufficiently on ensuring that pupils make more than expected progress in order to accelerate pupils' progress over time. Consequently, teaching is not consistently outstanding.
- A good example of where pupils were able to make accelerated progress was in writing in Years 5 and 6, when pupils quickly recorded their ideas and swiftly began their writing. They went on to review their own learning so that they were clear about what they had to do next.
- Pupils respond well to the school's very systematic approach to the marking of their written work. Teachers provide effective comments that usually help pupils to improve their work. As a result, pupils

often make better progress. Marking in mathematics deals with any misunderstandings in their mathematical understanding as they occur. Pupils also benefit from activities that checks on their learning before and after they have completed a task. These enable pupils and teachers to know how well pupils have done in the lesson.

- Progress is good in lessons, because pupils are very clear, about how to complete tasks successfully. Pupils have clear, consistently used guidelines on how to check on their own work and progress. This was evident in reading, writing and mathematics across the school. For example, in mathematics where pupils were solving word problems, the teacher collaboratively developed the 'steps for success' with pupils. This enabled pupils to be very clear about how to tackle word problems in a systematic way.
- Innovative and imaginative ideas are used to promote pupils' learning well. Pupils respond well to teachers' very effective questioning that allows pupils to clarify their thinking, and moves them on in their learning effectively. Overall, the school has developed a structured and systematic approach that is benefitting all pupils and as a result, achievement is improving further.
- Mathematics is taught well across the school. Pupils have competent calculation skills and are given a wide range of mathematical experiences. They leave Year 6 with standards that are above average because of consistently good teaching and accelerated progress in Years 5 and 6.
- Over time, pupils' performance in writing, especially that of boys, has been weaker than in reading and mathematics. The teaching of writing is not always as effective at improving boys' performance as that of girls. The school is aware of this and has already put in place strategies to improve boys' writing. In Years 1 and 2 boys are often taught separately in order to focus on their needs and this is having a positive effect and boys' writing is improving.
- Pupils respond well to the support provided by teaching assistants, who are used to very good effect across the whole school. They work very flexibly, supporting different groups of pupils with great skill. They work in partnership with teachers and make a significant contribution to pupils' progress across the school.

### The achievement of pupils

is good

- Standards by the end of Year 6 have risen over the last three years, are above average and are continuing to rise in reading, writing and mathematics. Pupils make accelerated progress in Years 5 and 6 due to consistently good, and often outstanding, teaching. Consequently, progress is good overall, with an increasing proportion of pupils making better than expected progress.
- After a dip in performance, pupils in Key Stage 1 are now achieving well as a result of much improved teaching and assessment. Standards in writing are lower in Key Stage 1, because pupils have much further to go to catch up from their overall low starting points in this skill on entry to school. Boys have weaker writing skills, because activities do not always interest them or challenge them to do better in their writing. The school is addressing this and, work in books and the school data show significant signs of improvement although as yet this improvement is not reflected in national data.
- The school's work to improve pupils' skills in punctuation, grammar and spelling has had a very positive impact on improving these skills in Key Stage 2. Consequently, in the test to assess their skills in spelling, punctuation and grammar in 2014, pupils performed well above the national average. Boys, however, are not always using these skills to good effect in their writing.
- The school has an effective systematic approach to teaching the sounds that letters make (phonics). In the Year 1 phonics check, pupils scored well above the national average, with almost all pupils achieving the required standard. When inspectors listened to pupils reading across the school, it was clear that many have proficient reading skills and make at least good progress.
- The most-able pupils make good progress across the school. In Year 6, two pupils achieved Level 6 in 2014. An increasing proportion is on track to achieve a higher level this year, as the school has a planned programme to support these pupils. The school's data also show that an increasing proportion will achieve higher levels at Key Stage 1 in reading, writing and mathematics.
- Disadvantaged pupils make good progress across the school. The school uses its resources effectively to enable these pupils to achieve well. They reach standards by the end of Year 6 that are one term behind other pupils nationally and other pupils in the school. However, disadvantaged pupils are now catching up and the gap in their attainment is closing quickly.
- Pupils who are disabled or have special educational needs are supported very well and make the same progress as their peers do and sometimes better. They receive well-targeted support as the school uses the expertise of a wide range of services and staff expertise that ensures that pupils receive the specialist support to enable them to achieve well.

**The early years provision****is good**

- The majority of children enter the school with weaknesses in their literacy skills, especially in writing and in their personal and social development. The school is effective in ensuring that they have a good start and make good progress across the early years. By the time, they leave the early years and move to Year 1, many reach a good level of development, although they still have weaknesses in their reading and particularly in their writing skills.
- Children settle quickly into learning because the school provides good support for their personal development and this helps them to behave very well. The school's 'Yurts' provide warm and cosy places in which to work and play, and where children feel safe and secure when taking part in activities. Children are taught in a sensitive, caring atmosphere where every child is nurtured in order to give them a good start to their education.
- Children receive a good range of activities to promote their literacy skills well and to enable most to make good progress. Phonics is taught well and this prepares children well for Year 1. Although staff provide a range of writing and mark-making activities, boys' writing is weaker than that of girls. More opportunities for boys to produce better quality writing, especially for a specific purpose, is needed and although the school has already taken action to address this, there has not been sufficient time to bring about significant gains in their achievement.
- Children have access to a wide range of other stimulating activities, often based around a theme. A delightful example of this was seen during their Christmas project. While excitedly labelling and wrapping parcels, children developed their counting skills, extended their writing skills and were also given opportunities to design and work together. Children also have access to an extensive range of challenging activities, whether working with staff or tackling their own learning.
- The newly appointed early years leader has already had a positive impact on children's progress. She has successfully encouraged all staff to work collaboratively to bring about improvements. The leader is supported very well by a committed team of staff and they have improved all aspects of their work to good effect. The leader has high expectations to which the staff have responded well. The changes made are not fully embedded yet, however, children's progress is good and improving rapidly.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111582
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	448743

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

<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 of pupils on the school roll</b>	347
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charles Greenall
<b>Headteacher</b>	Jane Loomes
<b>Date of previous school inspection</b>	20 January 2010
<b>Telephone number</b>	01429 274672
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