



West Jesmond Primary School

Inspection Report

Unique Reference Number 131203
Local Authority Newcastle upon Tyne
Inspection number 293722
Inspection date 7 December 2006
Reporting inspector Gianna Ulyatt

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

Type of school	Primary	School address	Tankerville Terrace
School category	Community		Newcastle upon Tyne, Tyne and Wear
Age range of pupils	4-11		NE2 3AJ
Gender of pupils	Mixed	Telephone number	0191 2810000
Number on roll (school)	600	Fax number	0191 2813217
Appropriate authority	The governing body	Chair	Ms Joanne Kingsland
		Headteacher	Mrs Val Lyons
Date of previous school inspection	1 January 2002		

Age group 4-11	Inspection date 7 December 2006	Inspection number 293722
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

West Jesmond Primary School is a large school that serves a socially advantaged area to the north of the city of Newcastle-upon-Tyne. Most pupils are from White British backgrounds with around a quarter of the school population from minority ethnic families. The number of pupils for whom English is not their first language is twice the national average. The number of pupils taking a free school meal is about half the national average as is the proportion of pupils with learning difficulties and disabilities. Attainment on entry is above average, with most children having had some pre-school experience. The school is due to be temporarily relocated in September 2007 while a new school is built on the current site. The new school is scheduled to open in September 2008.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school where its continued success is due to strong leadership of the headteacher, the senior management team and governors. All are determined that pupils have the very best education and have maintained high standards and high levels of achievement over a number of years. The school evaluates itself very well and the numerous successful developments since the last inspection are a clear testament of its excellent capacity to bring new ideas into the school. Capacity to improve and value for money are excellent. Parents truly appreciate the work of the school and the range of learning opportunities provided for their children. One parent wrote '...great school, good atmosphere, teachers all approachable'

Pupils' personal development is so successful that they are convinced that they, and their teachers, have an equal say in how the school should be. Pupils thoroughly enjoy school and in particular the good friendships they make. The ethos of working together is strong; for example, pupils who regularly attend the popular after-school clubs are expected to show responsibility and, in lessons, pupils share their expertise with others. Pupils relish the idea of everyone supporting one another and they know teachers are always at hand to help out if they get stuck.

The importance of staying safe and healthy is very evident. Pupils talk in detail about regular exercise and the need to have a healthy diet to avoid obesity. They enjoy physical education in school and enjoy their team games at playtime. There are good links with parents, local experts and outside agencies, which mean pupils have regular opportunities to make their contribution within the community. For example, the choir sing for the elderly and all pupils support charities. Pupils talk with extreme enthusiasm about the residential visit. They find that they develop in confidence because they have to cooperate and work as a team to overcome physical challenges, often with pupils from other schools.

Standards are consistently very high and pupils achieve exceptionally well. By the age of seven, pupils reach well above average standards in reading, writing and mathematics. Progress continues in junior classes and by the age of eleven, standards are exceptionally high in English, mathematics and science. Pupils who do not speak English at home, those with learning difficulties and disabilities as well more able pupils achieve extremely well because of the strong support they receive and because the school has high expectations. This philosophy begins in the Foundation Stage where good provision ensures that children have a good start and achieve levels above those expected for this age group.

The school certainly prepares pupils exceptionally well for living in the 21st century. Pupils love to learn. They say teachers make lessons interesting and they particularly enjoy activities that challenge them to think. In lessons, there is a strong emphasis on expecting pupils to discuss ideas and work together in pairs and small groups. These strategies, alongside high standards and the stronger emphasis on information and communication technology (ICT), are preparing them well for their future economic well-being. The curriculum is enriched to bring out the best in pupils. The school has

just begun to develop the way the curriculum is taught so that subjects are better linked and pupils have more say in their learning. The school development plan outlines how this approach is to be implemented throughout the school. The school shows outstanding care and tracks pupils' learning very closely. This is one of the main reasons why all achieve so well.

What the school should do to improve further

- Extend the implementation of the new curriculum initiatives so that pupils throughout the school benefit from a more creative approach to learning.

Achievement and standards

Grade: 1

All pupils achieve extremely well at West Jesmond. Pupils start in the Reception class with a broad range of ability but overall are above expectations. They make very good progress and exceed the levels expected for this age group when they come to leave Reception. A strength of the school is that by the time they are seven and eleven, pupils are consistently attaining results in the national tests that are significantly above average. This is because the school tracks pupils very well and plans individual learning targets that are very challenging. As a result, pupils, including those who have learning difficulties and disabilities, those who are more able and those who do not speak English at home, work exceptionally hard and achieve the highest standards they can. Test results for 2006 show the percentage of pupils in Year 6 reaching the higher levels in English, science and mathematics continues at the same high levels of previous years.

Personal development and well-being

Grade: 1

Pupils' personal development is exemplary and their spiritual, moral, social and cultural development is outstanding. They are extremely keen to learn and love coming to school. Attendance is consistently above average. Parents are delighted that their children '...are extremely well equipped, both socially and educationally for the senior school.' Pupils relish the responsibility to be involved in the smooth running of the school at playtimes, lunchtimes and at fundraising events. They feel extremely safe in school because they know how much staff care for them and they in turn, know how they have to care for others, for example, by being playground buddies. They speak with absolute pride about the improvements the school council have made to the playground. They explain, with knowledge and understanding about why good quality food and regular exercise lead to a happier lifestyle. Pupils enjoy collaborating in lessons and show a deep understanding of the differing beliefs and values of their classmates. They love school outings and particularly enjoy the residential visit where they 'see a different side to their friends and their teachers.'

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. This accounts for the very good progress pupils make as they move through the school. In the Foundation Stage, there is a good balance between free choice and teacher direction. Throughout the school, teachers are always on hand supporting individuals when they need extra help. Relationships between teachers and pupils are good and this creates a positive climate for learning. Pupils are well behaved and concentrate extremely well. Activities match the ability of individuals, so all are well challenged. Pupils confirm that teachers make learning fun and they especially like problem solving. They show great enthusiasm and motivation particularly in lessons where the interaction between pupils and teacher is high. The successful innovation in helping pupils assess and judge the quality of their own work has had a strong impact on learning. Pupils say '...this means we are responsible for our own learning and have to try harder every day.'

Curriculum and other activities

Grade: 2

The curriculum is good and offers a wide range of learning experiences. The core subjects and personal, social and health education are taught thoroughly and make an outstanding contribution to pupils' healthy lifestyle and economic wellbeing. The school has recently given a great deal of thought to re-designing the way the curriculum is taught so that it can be more topic based and more pupil-led. At present, it is trialling this approach in some year groups. The outcomes are proving very positive and both pupils and staff are enthusiastic about it. However, this approach is not fully embedded throughout the school but is the main priority for development in the school improvement plan. The curriculum is enhanced by specialist teaching in music and drama. The school has the Artsmark Gold award and pupils' good quality work is attractively displayed around the school. There is an extensive range of popular out-of-school clubs and activities provided for pupils. These cover a good range of interests including, the creative arts, foreign languages, sport, crafts and ICT.

Care, guidance and support

Grade: 1

The school makes outstanding provision for pupils' care guidance and support. Arrangements for child protection, risk assessments and safeguarding pupils are all in place and understood by staff. Staff are highly committed to promoting pupils' personal development and wellbeing. One parent wrote, 'The school has really nurtured my child and he is a happy and confident little boy'. The 'pupil-teacher box' gives pupils opportunities to express any concerns they may have, in confidence. Pupils like this because it helps them resolve issues through sensible discussion. The school has robust arrangements for tracking pupil progress and teachers set very clear learning targets

that are checked regularly. This ensures no one gets left behind and any pupil experiencing difficulties is quickly identified so additional support can be quickly given. Pupils who do not speak English are well supported through individual learning plans and all make rapid progress. Pupils with learning difficulties have individual plans with measurable targets. More able pupils are well challenged. As a result, the needs of all pupils are well addressed leading to the high levels of achievement.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher's vision, shared by all staff and governors, is very successful in maintaining high standards. Staff development is sharply targeted towards enhancing teaching and improving learning. The headteacher has developed a collegiate 'learning school' where all staff share expertise and challenge professional thinking. Teachers within each year group plan, implement and evaluate their work, leading to improvements. This has resulted in the entire team being enthusiastic and self-directed. The school dedicates time to analysis, reflection and evaluation to bring about changes for the benefit of its pupils. Recent innovations have included assessment strategies that enable pupils of all ages to organise and evaluate the quality of their own work. Teamwork is strong because year groups plan together ensuring there is equality of provision for all pupils. Leadership and management of the Foundation Stage are good. Governors offer the school strong support and provide appropriate challenge. They are fully involved in all new initiatives and are heavily involved in plans for the new school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

West Jesmond Primary School

Tankerville Terrace

Newcastle upon Tyne

Tyne and Wear

NE2 3AJ

7 December 2006

Dear Pupils

First of all, I would like to thank you all for being so helpful, kind and polite during my pleasant visit to your school. It was a great pleasure for me to talk with you about your work in school and your varied interests. It is wonderful to see such youthful enthusiasm for learning.

You are in an outstanding school where teachers and all the other adults really care for you and give you the chance to develop many new ideas, in lessons and in all the exciting activities you can do after school. I was particularly impressed at the way that you listen to your teachers, enjoy challenging questions and how you concentrate so hard in lessons. I know you like the way your teachers mark your work and the way you have to judge your own efforts. You are certainly doing very well at West Jesmond. Perhaps you are not aware of the fact that national records show your achievements and standards are among the highest in the whole country.

I know you care for each other very well and you are privileged to have classmates that come from all over the world. I like the idea of the 'buddy bench' so no one is left out at playtime and the way those of you who attend clubs are expected to share your new ideas with others. I also like the way you think about others who are not as fortunate as yourselves.

As you know, some classes are really enjoying working on the 'Mantle of the Expert' project, which links learning across subjects. Your teachers have plans in place to extend this super idea to all classes. You in turn should continue to research your ideas in a sensible and mature way and learning will be even more exciting for you.

I wish you every success in the future and hope that many of the friendships you have made in West Jesmond will stay with you for a long time.

With very best wishes

Gianna Ulyatt

(Lead Inspector)