

# Inspection of Jarrow Cross C of E Primary School

Borough Road, Jarrow, Tyne and Wear NE32 5UW

Inspection dates: 1 and 2 October 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Jarrow Cross is a happy school. Pupils know that adults care for them and keep them safe. Staff know pupils and their families very well. The school motto, 'Value in everyone', permeates all aspects of school life. Relationships are respectful and warm. Pupils learn the importance of celebrating differences.

Pupils behave well. They listen in lessons and cooperate with each other. Pupils know the school rules. Behaviour at lunchtime has improved over time. Pupils have equipment and games to play with and staff encourage pupils of different ages to play together. Instances of bullying and the use of discriminatory language are rare. They are dealt with swiftly. A few pupils struggle to behave well. Tailored support ensures they can successfully learn to control their emotions.

The school has high expectations of every pupil, and pupils receive work that challenges them effectively. Pupils are encouraged to read books with ambitious language. Adults praise pupils' successes. Pupils learn about the world of work and careers that range from an aquarium keeper to a ship's captain.

Visits bring learning alive and support pupils' personal development very well. Pupils recently enjoyed meeting a meerkat on a trip to the zoo. They take part in sporting competitions and go on residential visits to help learn about the world around them.

## **What does the school do well and what does it need to do better?**

Pupils gain good knowledge and skills in many subjects, such as geography, art and mathematics. The curriculum is sensibly sequenced, so pupils' knowledge builds over time. Teachers plan interesting and relevant lessons. They ask pupils probing questions. Well-chosen activities help pupils remember what they have been taught.

Pupils learn to read with confidence and fluency. They learn phonics rapidly, guided by knowledgeable adults. Pupils read books that are well matched to their abilities. Adults listen to pupils read regularly to check that they are not falling behind. Tailored support helps pupils to catch up if needed. Most pupils can read challenging texts by the time they leave school.

The school has prioritised improving writing. Pupils in key stage 1 do not secure basic spelling and handwriting skills securely enough. Occasionally, they move on to new learning before they have secured the essential steps that precede it. As a result, some older pupils have gaps in their handwriting and spelling knowledge. For pupils with special educational needs and/or disabilities (SEND), tasks are not always matched well to their capabilities. For example, the sentences they write include some words with sounds they do not know.

In other subjects, pupils with SEND achieve well. Extra support or resources help pupils make good gains.

The school is currently developing pupils' speaking and listening so all pupils can explain their knowledge confidently and clearly. There is variation between classes in the extent to which this is currently successful. Sometimes the activities selected by teachers do not allow pupils to practise their speaking skills. In the early years, while children enjoy learning new vocabulary, adults occasionally do not extend children's conversations well.

Children settle quickly and thrive in the early years. They make new friends and follow routines, such as helping at tidy-up time or taking turns on the monkey bars. Adults are enthusiastic and encouraging. They use assessment well to plan appropriate and interesting tasks. For example, seeing an aerial photo of their school made children gasp with delight. Children enjoy listening to stories and learning new words. Story time provides a calm and relaxing end to the day.

Pupils are clear about staff expectations of their behaviour. Classrooms are calm and purposeful. Pupils work hard. They contribute well to school life. For example, pupils in the 'Eco-club' check that lights are turned off. Older pupils help to organise worship and encourage their classmates to reflect on different issues.

Provision to support pupils' personal development is extensive. Pupils gain experiences that prepare them well for the next stage of their education. For example, they learn how to keep themselves safe when using the internet. Pupils' horizons are broadened through a rich range of visits and activities. Staff are sensitive to pupils' social and emotional welfare. They provide effective support. For example, a nurture group helps pupils who struggle at the start of the day and lunchtime.

Parents have confidence in the school and its leaders. Leaders do all they can to support families. Strong relationships with families have contributed towards improving pupils' attendance, for example. Staff appreciate that leaders are mindful of ways to support their well-being. The governing body has a clear vision for the school. Governors' range of expertise, combined with frequent visits to school, ensures they offer the right level of support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The knowledge that pupils need in order to write successfully has not been clearly identified or sequenced. This results in some pupils, including pupils with SEND, having gaps in their knowledge. The school should ensure that the handwriting knowledge and transcription skills that leaders expect pupils to learn are clearly identified and that staff receive training and support to implement these.

- Leaders have recently introduced a speaking and listening curriculum to further improve standards. However, in some classes, pupils do not have the same opportunities to meet the high standards of speaking that the school expects. The school should therefore ensure that pupils in all classes benefit from the school's speaking and listening curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	133680
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10346397
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Aberdeen
<b>Headteacher</b>	Susan McBeth
<b>Website</b>	<a href="http://www.jarrowcross.co.uk">www.jarrowcross.co.uk</a>
<b>Date of previous inspection</b>	3 December 2019, under section 8 of the Education Act 2005

## Information about this school

- This Church of England school is part of the Diocese of Durham. It was last inspected under section 48 of the Education Act in January 2024.
- The school runs a breakfast club.
- The school uses one alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other school leaders, school staff, representatives of the governing body, a representative from the local authority and a representative from the diocese. An inspector also spoke to the headteacher of the alternative provider used by the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, geography, art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1, 2 and 3 read to a member of staff. The inspector also listened to six older pupils read.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the online survey for staff and the online survey for parents, including free-text comments.

## Inspection team

Susan Waugh, lead inspector	Ofsted Inspector
Olie Flitcroft	Ofsted Inspector
Dawn Foster	Ofsted Inspector

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