

The headteacher of Jacksdale Primary and Nursery School says she feels proud after their latest inspection by Government watchdog Ofsted.

The school, on Main Road, was rated as 'expected standard' for attendance and behaviour, early years, inclusion, leadership and governance and personal development and wellbeing.



Jacksdale Primary School has received a positive Ofsted report. Photo: Google

Inspectors felt the school 'needed attention' on achievement and curriculum and teaching, but head teacher Julie Brockerton said they were working hard towards that.

She said: "Our biggest takeaway from the inspection report was that it reflected our school was where children feel happy, safe and really truly part of the family - it just read like it was our school. I'm incredibly proud of our whole school and we continue to achieve things together every day. We are very excited to continue building on our success moving forward and giving our children the very best education they can possibly get."

In their report, inspectors said: **'Jacksdale is a friendly and inclusive school, pupils receive a warm welcome each day from staff, who greet them with a cheery smile.'**

'Pupils feel safe and secure because staff know them well and provide high levels of care This includes pupils with SEND and those who face other barriers to their learning or wellbeing.'

'Pupils with SEND feel like they belong and take part in all aspects of school life because of the extra support they receive.'

'Pupils, including children in the early years, settle to their learning quickly, and receive help from staff when needed.'

‘They enjoy school and attend well.’

‘They live out the school's values of being 'kind, respectful and safe'.

‘Pupils understand and demonstrate the importance of respect and appropriate behaviour.’

‘They benefit from a generally calm and purposeful learning environment.’

‘Classrooms are typically orderly, which helps pupils to concentrate well on their learning.’

‘Pupils enjoy spending time with their friends during social times.’

‘They trust that any incidents of poor behaviour, including bullying, will be managed well by staff.’

‘Pupils are typically prepared well for their next steps.’

However, pupils' achievement in reading, writing and mathematics has been inconsistent over time.

Staff do not use assessment consistently well to check pupils' knowledge and understanding.

As a result, a small proportion of pupils make repeated errors.

Inconsistent choices of learning activities prevent some pupils from securing important knowledge and progressing as well as they could through the curriculum.

Recently, achievement has improved because leaders have redesigned the curriculum.

This work has been particularly successful in improving pupils' reading and mathematics.

"Pupils enthusiastically take on roles and responsibilities that enhance the life of the school and promote pupils' wider personal development and pupils enjoy exciting and purposeful enrichment opportunities beyond the academic curriculum."

On what the school can do to further improve, inspectors said: “Leaders should continue to strengthen the curriculum and teaching in reading, writing and mathematics so that pupils' attainment in national tests continues to improve.

Leaders should ensure that the activities that teachers select to deliver new knowledge and skills are matched consistently well to the school's curriculum and enable pupils to learn the important information that has been set out.

Leaders should ensure that assessment strategies are used consistently so that errors in pupils' work and misconceptions are identified swiftly and resolve