

Inspection of a good school: Jesse Gray Primary School

Musters Road, West Bridgford, Nottingham, Nottinghamshire NG2 7DD

Inspection dates: 18 and 19 January 2022

Outcome

Jesse Gray Primary School continues to be a good school.

What is it like to attend this school?

Pupils describe Jesse Gray Primary School as their 'special place'. They say that school life is exciting and that teachers make their learning 'fun'. Pupils know what it means to be a 'Jesse Gray child'. They can name the school values that help them to live well together, such as positivity and empathy. If pupils display these values, they are rewarded with special badges. They are proud to wear them on school lanyards.

Teachers make sure that pupils understand what bullying is. Pupils know that bullying is wrong. They say that if they said something unkind, a member of staff would help them to make it right. Teachers check that problems stay sorted out. Pupils say that they trust staff. Their teachers listen to them, care for them and take what they have to say seriously.

Leaders and teachers want pupils to know as much as they can in every subject. They want pupils to be very well prepared for secondary school. Changes have been made to the curriculum. Pupils relish this new learning and are eager to explain what they know now that they did not know before. Some of these changes are not yet completely embedded.

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

The curriculum at Jesse Gray Primary School is broad. Reading is at the heart of it. Leaders make sure that pupils encounter lots of high-quality books which engage and enthuse them. Pupils use the library throughout the day. They like being able to change their books straight away when they have finished them. This has encouraged them to discover new authors and widen the range of books that they enjoy.

There is a new approach to the teaching of phonics. Leaders have begun to make sure that this is being implemented well. The youngest children get off to a swift start learning phonics as soon as they start in the Reception Year. Term by term, teachers check the sounds pupils know. Most pupils use this phonic knowledge to decode words that they

cannot read straight away. However, some books that pupils read contain sounds that they do not know really well.

Leaders and teachers are ambitious for pupils. They know that pupils need to recall important concepts so that they can remember them and build on this knowledge. For example, as pupils revisit the Christmas story in Year 1, they learn the meanings of some of the symbols associated with it. Older pupils make connections between passages in the Bible and what they mean to Christians. Sometimes, pupils do not understand precisely what some of these concepts mean.

As they have changed the curriculum, leaders and teachers have sequenced important knowledge. Children in the Reception classes learn about how they have grown and changed over time. As pupils study different periods in history, they learn their chronological order. Teachers identify the important vocabulary that pupils need. Pupils use terms such as 'palaeolithic' and 'mesolithic' correctly. They know that reasons for invasion differed and can explain similarities between the Roman and British empires. However, sometimes pupils do not have enough of the knowledge that they need to complete more complex tasks. Leaders have begun to refine the sequence of the curriculum to improve this.

Parents praise the efforts that staff went to during periods of remote learning. They value the fact that the school continued to teach a broad range of subjects during this time. Pupils' wider interests in different subjects such as music and art are celebrated. Teachers make sure that wider opportunities include all pupils and inspire them to try new things. Staff run clubs at different times of the day so that more pupils get the chance to attend.

Staff want all pupils to achieve as much as they can. They have high expectations of all pupils, including pupils with special educational needs and/or disabilities. Teachers check what pupils can recall. Pupils who need help get the right help at the right time to keep up with their peers.

In the school hall there is a vibrant display of flags from around the world. Pupils are proud to talk about the different cultures and faiths that are a part of the school community. They explain how they have enjoyed celebrating Eid together.

Members of staff who are new to the school feel well supported. They value the advice given by their colleagues. Staff feel that they get the time that they need to make the changes that will make their teaching even better.

Safeguarding

The arrangements for safeguarding are effective.

All staff know the signs that indicate that a pupil might be at risk. Leaders check that the staff understand the training they receive. Leaders act quickly when concerns are raised and work closely with external partners to make sure that children are safe.

Governors and staff work together to make sure that the curriculum covers the risks that pupils face. They review this to make sure that teaching about how to stay safe stays up to date as dangers change.

Pupils feel safe around school. They know how to get help if they are worried or concerned about anything.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have introduced a new approach to the teaching of phonics. This is not yet deeply embedded. Some books that pupils have do not match the sounds that they know. Leaders should ensure that all staff have the subject knowledge that they need. They should make sure that all pupils have books which give them the opportunity to practise the sounds that they know.
- The curriculum has recently been reviewed. Some of the knowledge that leaders want pupils to know has not been clearly defined. Sometimes it is not precisely sequenced so that pupils can secure this knowledge. Leaders should continue to refine the curriculum. They should clarify the knowledge which is really important and the order that pupils learn this in.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2011.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122597
Local authority	Nottinghamshire County Council
Inspection number	10211532
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair of governing body	Chris Walker
Headteacher	Chris Belton
Website	https://www.jessegray.notts.sch.uk
Date of previous inspection	20 September 2016, under section 8 of the Education Act 2005

Information about this school

- The school uses a registered alternative provider – First Class Tailored Solutions.
- The school uses one unregistered alternative provider – Rainbow Horses.
- There is a before- and after-school club which is managed by the governing body.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, the deputy headteacher and a group of governors.
- The inspector carried out deep dives into the following subjects: early reading, history and religious education. For each deep dive she met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- The inspector looked at curriculum plans and spoke to leaders in some other subjects. She spoke with the coordinator for special educational needs and/or disabilities.
- To inspect safeguarding, the inspector spoke with leaders, staff, governors and pupils. She considered the documents that the school keeps with regard to safeguarding, including the single central record.
- The inspector spoke with groups of pupils and staff. She considered views expressed in the staff survey and the pupil survey. She considered comments made and views expressed through Ofsted Parent View.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

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