

Jesse Gray Primary School

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

Unique reference number (URN): 122597

Inspection report: 20 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Leaders have high ambitions for all pupils, particularly those who face barriers to learning. These ambitions are realised in practice, with pupils achieving highly across the curriculum. From the outset, children in Reception progress swiftly in phonics, early reading and mathematics, and achieve very well across all areas of learning.

By the end of Year 6, pupils' high-quality written work and confident explanations demonstrate their secure and detailed knowledge across subjects. They articulate their understanding with clarity and insight. This is reflected in outcomes over time, including national assessments, where attainment is typically above the national average over time. Disadvantaged pupils, including those with special educational needs and/or disabilities, make consistent progress from their starting points and achieve very well. Overall, pupils' achievement is above the national average. Pupils are very well prepared for their secondary education.

Attendance and behaviour

Strong standard ●

Leaders take a relentless, proactive approach to securing high attendance. They use established systems to monitor patterns and identify concerns quickly, then apply a wide range of strategies to address them. Leaders work closely with parents and carers to ensure that pupils attend well and understand the specific barriers that may affect regular attendance. They both support and challenge families when pupils are absent, which leads to clear improvements. As a result, pupils, including those with special educational needs and/or disabilities, or who are disadvantaged, attend well and value being in school.

Leaders set clear, effective routines and expectations across the school, including in the early years. Pupils arrive smiling and settle quickly into calm, purposeful routines, eager to begin learning. Their behaviour and attitudes to learning are exemplary. In discussions, they listen respectfully and share their views confidently. Older pupils in key stage 2 act as strong role models for younger children. At social times, pupils play together harmoniously. Pupils report that bullying is very rare and trust staff to act swiftly on any concerns. Staff provide tailored support for pupils who need help managing emotions, enabling them to develop strong self-regulation. Pupils are polite, well-mannered and welcoming.

Curriculum and teaching

Strong standard ●

Leaders have a sharp understanding of the curriculum and teaching. This informs well-judged decisions that drive continuous improvement. As a result, pupils study an ambitious, well-sequenced curriculum that builds knowledge securely over time.

Staff use strong subject expertise to give clear explanations, model learning effectively and to design activities that motivate pupils. They help pupils revisit and practise key content so that they develop a deep and detailed body of knowledge. Pupils are adept at making connections with what has gone before. For example Year 4 pupils used their British history timeline to connect current work to Year 3 learning about castles. Staff check understanding

routinely, identify gaps quickly and provide expert support to help pupils catch up. Teaching is inclusive and well adapted, enabling pupils with special education needs and/or disabilities and those who are disadvantaged to learn successfully alongside their peers.

Leaders ensure that firm foundations are established from the early years onwards. Phonics is taught effectively. In writing and mathematics, teachers develop pupils' handwriting, spelling, sentence construction and mathematical understanding through carefully chosen tasks and resources. Across subjects, staff break learning into manageable steps and recap prior knowledge to strengthen recall. Consequently, pupils build rich knowledge and are well prepared for the next stage of their education.

Inclusion

Strong standard ●

Inclusion is central to the school's work. Leaders are determined that all pupils can and will succeed. Leaders identify pupils' barriers to learning quickly and with precision, ensuring that support is put in place without delay. This approach has a positive effect on pupils who face barriers to learning, attendance or wellbeing. Leaders ensure that all staff are well trained to support pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Staff act on professional advice and work closely with parents and carers to strengthen the support pupils receive. They adapt activities so that all pupils can learn well and take part fully in school life. For example, pupils benefit from visual and mobility aids, language prompts, adapted resources and purposeful adult support. Leaders use robust systems to monitor the impact of this support closely and regularly. In this way they ensure that approaches remain highly effective. As a result, pupils with SEND, vulnerable pupils and those with other barriers to learning thrive.

Leaders use additional funding thoughtfully, implementing child-centred strategies that strengthen progress and wellbeing for disadvantaged pupils. They track progress systematically and provide targeted help, including ensuring that pupils access clubs and enrichment. This ensures that disadvantaged pupils achieve highly, attend well and benefit fully from school life.

Leadership and governance

Strong standard ●

Leadership is highly effective and firmly focused on securing the best outcomes for all pupils. Leaders know the school very well and have clear, ambitious plans for its continued improvement. Leaders make evidence-informed decisions and act in pupils' best interests. Leaders are outward facing and play an active role in the wider education community. They work closely with local schools and lead initiatives that strengthen provision across the area. Their collaborative approach supports the development of shared expertise and contributes to improving education beyond their own setting.

Each day, leaders greet pupils by name, fostering a strong sense of community and belonging. They use a wide range of communication methods so that parents remain well informed.

Governors are knowledgeable and highly effective. They share leaders' high ambitions for all pupils to achieve well and uphold the school's vision of 'inspire, achieve, challenge, enjoy'. The governing body understands its responsibilities extremely well and carries out its

statutory duties diligently. It holds leaders to account effectively and strikes a careful balance between support and challenge.

Leaders and governors are unwavering in their commitment to supporting staff's wellbeing and to making their workload manageable. Staff describe a culture built on trust, open communication and teamwork. Staff value and engage in high-quality research-led professional learning programmes that build their expertise.

Personal development and wellbeing

Strong standard 

Leaders provide a wide-ranging, well-structured personal development programme that responds closely to all pupils' needs. It is broad, well designed and rooted in what matters for this community as well as meeting statutory requirements. Leaders check pupils' understanding carefully, enabling them to build deep, detailed knowledge and mature awareness of diversity. Pupils show detailed understanding of fundamental British values and how these apply in daily life. They contribute to the local community through charity work, enriching their learning and meeting real social needs, for example the annual 'reverse Santa' collection. Pupils benefit from a highly effective pastoral system. As a result, pupils become kind, respectful, independent and confident.

Pupils know how to keep themselves safe online and offline and have a deep understanding of how to build respectful relationships. Programmes for physical and mental health are highly effective. Thoughtfully-planned visits deepen pupils' grasp of the school's values. For example, they demonstrate resilience and determination during residential visits.

Pupils show responsibility through a wide range of purposeful leadership roles. For example, they organise activities such as the annual enterprise fayre and sports days, and support their peers in using the library. These opportunities allow pupils to contribute meaningfully to school life and develop confidence in leading others.

Leaders closely track pupils' attendance at the wide range of clubs on offer and ensure that these opportunities benefit those who need them most. They adapt the programme in response to pupils' interests, which helps maintain high levels of participation. All pupils are encouraged to represent the school in sporting or curriculum competitions, including events designed for pupils with special educational needs and/or disabilities, such as boccia, and other activities that promote full participation.

Pupils at Jesse Gray are very well prepared for the next stage of their education and for life in modern Britain.

Expected standard

Early years

Expected standard 

Children make a positive start in the early years. This is because staff take the time to know children as individuals. Staff build supportive relationships with children and their families. This helps children to build confidence. Staff establish clear routines that help them feel safe

and to thrive. Leaders plan a curriculum that balances children's interests with essential learning. They build new learning securely on what children already know, which helps children deepen their understanding. Typically, teaching is effective. Staff ensure well-considered adaptations enable all children to access learning effectively and to make progress. Children with special educational needs and/or disabilities learn the same curriculum as their peers. While interactions are typically positive, sometimes staff do not maximise opportunities for engaging children in high-quality interactions, including during informal times.

Children achieve well from their starting points, with above-average proportions reaching a good level of development. Reading is high priority. Children become familiar with a range of books, stories and rhymes. This helps them to enjoy reading and to apply their phonics knowledge well. For example, children's writing in the classroom shows how they write with increasing accuracy. As a result, children are well prepared for the next stage of learning, and are ready to move confidently into Year 1.

What it's like to be a pupil at this school

Pupils at Jesse Gray experience school as joyful, safe and deeply enriching. Caring relationships underpin daily life and pupils know that staff care deeply about their wellbeing and academic success. This trust gives pupils confidence that adults will support them with any difficulties they may encounter. Staff work diligently to remove barriers to learning, enabling pupils to achieve well. Pupils benefit from a culture where care and ambition sit well together. High-quality teaching and well-targeted support help pupils make rapid progress and grow into confident readers, writers and mathematicians. A rich curriculum, including outdoor learning and carefully considered unstructured, active play, builds creativity, independence and resilience.

Pupils demonstrate extremely positive attitudes to learning because leaders create a nurturing environment in which every pupil can flourish. Most pupils attend regularly because they do not want to miss valuable learning. They celebrate their achievements and approach challenges with a resilient 'can-do' attitude. Pupils report that bullying is rare and are confident that staff would address any concerns swiftly.

Pupils benefit from a rich range of experiences that broaden their horizons and deepen their personal development. They see themselves as active citizens who contribute positively to the school community. They show consideration for others and take pride in making their environment welcoming. Pupils develop a strong understanding of the wider world and appreciate that everyone is unique. They celebrate difference and use the school's values to guide their choices, preparing them well for life beyond school. Opportunities such as science, technology, engineering and maths (STEM) challenges, performing in the orchestra at the Hallé and exchanging letters with penfriends further enhance their cultural awareness and curiosity. Pupils proudly uphold the values that characterise every Jesse Gray learner.

Pupils leave the school as confident, capable individuals who are well prepared for their future.

Next steps

- Leaders should ensure that staff consistently maximise rich verbal interactions with children in the early years, so that children benefit from high-quality modelled language, extended vocabulary, purposeful questioning, sustained shared thinking and responsive dialogue.
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About this inspection

The co-chairs of the board of governors in this school are Rina Chana and Camilla Gillmore.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with school leaders. They met with representatives from the governing body and the local authority.

Inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Chris Belton

Lead inspector:

Anne Maingay, His Majesty's Inspector

Team inspectors:

Caroline Oliver, Ofsted Inspector

Dave Gilkerson, His Majesty's Inspector

Stephen Whitney, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 20 May 2026

School and pupil context

Total pupils

420

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

2.86%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.19%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

1.43%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25 (final)	79%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	83%	61%	Above
2022/23 (final)	65%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (final)	89%	75%	Above
2023/24 (final)	87%	74%	Above
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (final)	85%	72%	Above
2023/24 (final)	87%	72%	Above
2022/23 (final)	76%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25 (final)	92%	74%	Above
2023/24 (final)	90%	73%	Above
2022/23 (final)	84%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	31%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	25%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	38%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	38%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	63%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	31%	68%	-36 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	25%	66%	-41 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-23 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	38%	78%	-41 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	78%	-34 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	38%	77%	-40 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	63%	79%	-17 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	2.8%	5.2%	Below
2023/24 (3 term)	3.1%	5.5%	Below
2022/23 (3 term)	3.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.3%	13.0%	Below
2023/24 (3 term)	3.8%	14.6%	Below
2022/23 (3 term)	5.1%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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