

Thomas Jolyffe Primary School

Inspection report

Unique reference number	125525
Local authority	Warwickshire
Inspection number	381084
Inspection dates	19–20 January 2012
Lead inspector	Georgina Beasley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair	Sue Turner
Headteacher	Mike Cocker
Date of previous school inspection	4 February 2009
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Age group	4–11
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Introduction

Inspection team

Georgina Beasley

Additional inspector

Maxine Clewlow

Additional inspector

Graham Stephens

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 22 lessons taught by 15 teachers. Meetings were held with staff and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at pupils' work, planning and assessment documents, monitoring reports, safeguarding procedures and the school's learning improvement plan. The inspectors received and analysed 191 questionnaires from parents and carers, 46 from staff and 115 from pupils.

Information about the school

Nearly all pupils who attend this larger than average-sized primary school are from White British backgrounds. The remaining pupils are from a number of different minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is average, as is the proportion of disabled pupils and those with special educational needs. The proportion of pupils known to be eligible for free school meals is below average. A private nursery operates on site and is inspected separately. The school has National Healthy Schools status, an Eco-Schools award and an Activemark. The school meets the current floor standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. A positive ethos for learning ensures pupils enjoy coming to school. Parents and carers of children in the Reception class are particularly pleased and value how quickly their children settle, develop positive attitudes and become independent learners.
- The headteacher, in close partnership with the governing body and staff, has established clear and regular systems for evaluating the school’s performance and monitoring pupils’ progress. Consequently, the school has an accurate understanding of its strengths and areas in need of improvement. However, monitoring is not always focused and rigorous in ensuring that all staff follow all agreed procedures diligently and consistently.
- Teaching has improved since the previous inspection and is always at least satisfactory; some teaching is good. Inconsistencies remain in the way teachers use time, focus planning precisely on learning and ensure tasks are adapted for pupils who find some learning difficult.
- Pupils’ achievement is satisfactory. Progress is improving across the school and attainment at the end of Year 2 and Year 6 is average. All pupils make satisfactory progress from their starting points. More-able pupils receive the challenge they need to reach above average levels. Pupils who find learning to read difficult in Reception and Years 1 and 2 do not develop the secure phonics skills (linking sounds and letters) they need to support learning effectively. Their learning is not always checked during lessons and subsequent support and activities adjusted.
- Pupils know how to keep themselves safe because rules of behaviour and conduct are clearly reinforced through assemblies and in lessons. Behaviour is satisfactory. While most pupils behave well for most of the time, it is clear from talking to pupils that there are still a few instances of unacceptable behaviour. Procedures for dealing with incidents are not followed consistently by all staff.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the teaching of reading in Reception, and in Years 1 and 2, to ensure pupils who find learning to read difficult make consistently good progress in acquiring phonics skills.
- Increase the proportion of good teaching to at least 75% by July 2013 by ensuring that teachers consistently:
 - use time efficiently over the day and in lessons so that pupils spend more time on tasks and finish them to a good standard
 - identify and share lesson objectives that focus clearly on what pupils will learn and use them to reflect on learning at the end of lessons
 - adapt tasks for pupils who find a particular skill or piece of knowledge difficult.
- Focus monitoring activities to ensure all staff implement agreed procedures consistently, especially in managing behaviour and improving teaching.

Main report

Achievement of pupils

Learning and progress are satisfactory overall. While good in some classes and year groups, they are not consistently good across the school. This contradicts the questionnaire responses of parents and carers who feel that their children make good progress and that the school meets their children's particular needs well. Progress is improving and is reflected in higher attainment at the end of Year 2 and Year 6 since the previous inspection. More-able pupils reach the levels of which they are capable. By the end of Year 6, boys have closed the gap with the girls in writing although a small gap still exists in attainment at the higher Level 5. Learning and progress of disabled pupils and those with special educational needs are satisfactory. These pupils make good progress when tasks are adapted well to meet their needs. For example, in a successful mathematics lesson, they used a number line to double accurately numbers up to a hundred. Pupils who speak English as an additional language receive support in developing the vocabulary and language skills they need to make satisfactory progress from their starting points. Attainment in reading is average at the end of Year 2 and Year 6. Pupils who find it hard to learn to read make satisfactory progress in reading in the Reception year and in Years 1 and 2. These pupils struggle to blend the sounds they know to work out longer unfamiliar words.

The inspection endorses the more positive views of parents and carers of children in the Reception year. Children in both Reception classes learn well and make good overall progress from their starting points. Most children reach the expected goals by

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the end of the Reception year in all areas of learning and a good proportion exceed them. Learning and progress in lessons across the rest of the school are less consistent. Good learning in geography, English and spiritual, moral, social and cultural development was seen in a Year 5 lesson when pupils acted out the evacuation of a hotel about to fall into the sea. Pupils learned about the effects of erosion and reflected on how guests must have felt when they realised they were in danger. This role-play successfully supported pupils' ideas for their subsequent written accounts of this real-life event. In contrast to this good lesson, satisfactory learning occurs when pupils are unclear about what they are meant to learn and why. Teachers often have to repeat the guidance and directions, reducing the amount of time available for the planned extension of learning. Pupils have suitable opportunities to acquire a broad range of skills and knowledge across the curriculum. They discuss and negotiate decisions confidently when working together on a group task and use information and communication technology independently to research topics and to present their learning in different ways.

Quality of teaching

Most pupils feel that they are well taught and parents and carers agree. Inspection findings show that teaching is satisfactory because it is not consistently good in all classes. Teachers always plan how adults will support pupils in lessons. In good lessons, teachers plan other ways to support learning such as using different resources and breaking tasks into smaller steps so that pupils can concentrate on one specific piece of learning at a time. Teachers plan curricular themes together to ensure consistency in the teaching of skills and knowledge and to use each other's ideas and expertise. Strong focus is given to the promotion of pupils' spiritual, moral, social and cultural development such as in the current India topic. Learning in the Reception class has a clear focus to guide effectively adult interaction and children's engagement when they participate in activities that they choose themselves. Lesson objectives across the rest of the school do not always focus precisely on what pupils will learn. Consequently, pupils are not always clear about what they are learning and why. When teachers reflect on learning at the end of lessons, they sometimes focus on the task pupils have completed and not the knowledge and skills they have acquired.

Most teachers use a variety of methods to keep pupils engaged and interested. For example, film clips help pupils to think of ideas for their writing and problem-solving activities are set in real life contexts in mathematics. Sometimes, teachers spend too long outlining what pupils will do in lessons and so there is reduced time for pupils to extend their learning, to write for longer periods and to complete tasks to a higher standard. Assessment is used inconsistently to target the different abilities of pupils in lessons. More-able pupils in Year 6 are making good progress in mathematics this year because teaching challenges their thinking and encourages them to investigate and solve problems independently. Activities are not adjusted sufficiently to target learning for groups and individuals when reading is taught to the whole class in Reception and in Years 1 and 2.

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Behaviour and safety of pupils

Relationships are positive. Pupils feel able to talk to the headteacher and teachers about any concerns and feel safe in school because of this. The inspection endorses the view of most parents and carers who feel the school keeps their children safe, and who recognise improvements in the school's ethos and pupils' behaviour since the previous inspection. Comments recognising the 'very positive feel to the school,' and 'pupils' calm and orderly conduct' support this view. The number of exclusions has fallen dramatically. Most pupils behave well for most of the time. Questionnaire responses from pupils and from parents and carers reflect remaining concerns about a few incidents of unacceptable behaviour. A number of pupils say that if they tell a teacher or headteacher that someone 'has been mean to them' the matter will be dealt with quickly and effectively. They are less confident that all adults deal with such incidents so well.

The school celebrates individual pupil's achievements to promote successfully self-confidence and self-esteem. Pupils have positive attitudes, and most say that they enjoy school and find the curriculum topics interesting. Children settle quickly into the Reception class and are confident and independent learners by the time they start Year 1. Attendance is broadly average. The school has successfully reduced the proportion of pupils who are persistently absent. Punctuality is satisfactory. A few pupils arrive at school after the bell has gone.

Leadership and management

The headteacher, in partnership with staff and the governing body, has implemented a number of successful initiatives to improve the school's work. The governing body ensures it is well informed and uses the information to challenge the school to account for its decisions. Pupils' progress is tracked regularly. Subsequent discussions have raised teachers' expectations for pupils' achievement. The school's capacity to improve is satisfactory because improvements are not as yet resulting in consistently good achievement across the school. Staff have embraced the drive 'to be the best' and recognise the commitment needed to ensure their teaching is good. Comments from parents and carers support the view that there is 'a real sense of the school striving to be better.' Regular monitoring results in an accurate view of what the school does well and what still needs improvement. Monitoring activities are not always focused enough to pick up inconsistencies in the implementation of some agreed procedures and planned improvement strategies.

The school promotes equal opportunities and tackles discrimination satisfactorily. The quality of teaching is improving although there is still some unevenness year to year. The curriculum is satisfactory because it promotes pupils' average literacy, numeracy, communication and information and communication technology skills. The revised topic-based curriculum provides relevant contexts for learning and successfully engages pupils' interest. Spiritual, moral, social and cultural development is satisfactory. Through topics, art, music and religious education, pupils have a suitable knowledge and understanding of, and respect for, different religions and

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cultures. Pupils are encouraged to raise funds for various charities throughout the year and look forward to finding out which house has collected the most points each week. The varied range of extra-curricular opportunities enriches pupils' learning and promotes social development well.

Safeguarding arrangements are satisfactory. All staff have received training to ensure pupils' safety and well-being when on the premises. Careful checks are made to ensure the suitability of all staff, members of the governing body, volunteers and visitors. Logs that record first aid, behaviour and bullying incidents are monitored regularly although the outcomes of monitoring are not always recorded in detail.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 January 2012

Dear Pupils

Inspection of Thomas Jolyffe Primary School, Stratford-upon-Avon, CV37 6TE

Thank you for welcoming us when we visited your school recently. Thank you to all of you who returned a questionnaire and who told us so much about your school.

We have judged Thomas Jolyffe to be a satisfactory school. You make satisfactory progress and by the time you leave at the end of Year 6, nearly all of you are reaching Level 4 and some of you reach Level 5. Your behaviour is satisfactory and most of you feel safe in school. You told us that while most of you behave well, some of you forget the rules occasionally on the playground which results in some concerns being raised by other pupils and your parents and carers.

Teaching is satisfactory, but we agree with the people who work in your school that more teaching should be good to help you make more progress. In particular, we have asked your teachers to make sure you have enough time in lessons to finish tasks to a good level, especially your writing. We have also asked them to make sure that you are clear about what you are meant to learn and why, and to make it easier for some of you to complete tasks when you find them too difficult. We have asked that teachers check and adjust lessons for those of you in Reception and Years 1 and 2 who find learning to read difficult.

Your headteacher has worked closely with staff to put systems in place for checking how well things are going in school. We have asked him, all staff and the governing body to make sure that they all follow procedures consistently, especially those relating to managing behaviour and improving teaching.

You can help by always behaving well, trying your best in lessons, showing your teachers what you can do and asking for help when you find something is too difficult. Thank you again for your welcome.

Yours sincerely

Georgina Beasley
Lead inspector

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