

Jeffries Primary and Nursery School

Inspection report

Unique Reference Number	122724
Local Authority	Nottinghamshire
Inspection number	366806
Inspection dates	29–30 June 2011
Reporting inspector	Jane Melbourne HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Oliver Dodd
Headteacher	Helen Bent
Date of previous school inspection	4 March 2010
School address	Vernon Road Kirkby-in-Ashfield, Nottingham NG17 8EE
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Age group	3–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors who visited 11 lessons and all teachers in school were observed teaching. The inspector met with pupils, a small number of parents and carers, two representatives from the governing body, staff and a representative from the local authority. School documentation relating to the safeguarding of pupils, the progress pupils are making, the school's most recent results and tracking data, the school's self-evaluation and development plan, was scrutinised. The school provided information gathered from interviews with pupils, and the inspector undertook a thorough scrutiny of pupils' work. There were no Ofsted questionnaires for parents and carers as this was scheduled as a monitoring visit.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What has been the school's progress in improving provision and raising standards since the last inspection?
- What is the quality of the pupils' learning and their current progress?
- How effective is the role of the governing body in challenging the school?
- Is the school ready to be removed from special measures and what is its capacity, at all levels, to sustain improvement?

Information about the school

This is an average-sized primary school. Most pupils are of White British heritage. Only a small number are from minority ethnic backgrounds with a similarly small number who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, but there are no pupils currently with a statement of special educational needs. The percentage of pupils known to be eligible for free school meals is significantly above average. The school has Early Years Foundation Stage provision for children from the age of three years and it also provides a breakfast club.

When the school was last inspected in March 2010 it was judged to require special measures.

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: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

In accordance with Section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector of schools is of the opinion that this school no longer requires special measures.

Jeffries Primary and Nursery School has thoroughly addressed all areas identified as requiring improvement at the last inspection and strengthened all aspects of its provision. Outcomes for pupils are rising significantly. The school's overall effectiveness is judged to be good, including in the Early Years Foundation Stage, and there is much practice worthy of sharing. Improvements to teaching strategies and to the curriculum have had a significant impact on enthusing pupils and accelerating their progress. The most recent national assessments for the end of the primary education phase show marked improvement. The attainment gap in English and mathematics has been closed so that, for current Year 6 pupils, the standard of their work is mostly similar to that found nationally. Pupils with special educational needs and/or disabilities are achieving well and those who are known to be eligible for free school meals are often outperforming their peers due to the success of the support and many interventions they receive. While not all pupils across the school are yet attaining in line with national age-related expectations, almost every pupil has made significant progress in the last four terms. Staff maintain detailed and accurate data and are now able to quickly identify any pupil who is underachieving. More pupils than were expected attained the higher levels in mathematics at the end of Key Stage 2, although too few attained the higher levels in English. The school has made huge improvements in pupils' reading and mathematics, and exceeded its statutory targets. However, it recognises that writing remains a significant challenge to address, as does the attainment of those potential higher achievers.

Weaknesses in teaching have mostly been eradicated; the majority of teaching is consistently good or better. The school has developed rigorous procedures for assessing pupils and systematically tracking their progress. This is understood by all staff who are now more confidently using the information to plan their future teaching and to provide any necessary support or interventions. Pupils with particular learning needs are, therefore, well accounted for. The curriculum is interesting and relevant to all pupils, who acknowledge they enjoy their lessons. The provision in the Early Years Foundation Stage is good. There is a range of well-planned opportunities for learning inside and outside; children are motivated to choose activities and initiate their own learning.

Pupils' attendance is improving across the school and is now broadly average. However, leaders are working hard to encourage parents and carers of children in the Reception class to ensure they attend regularly in order to lay good foundations for future learning. Pupils are excellent ambassadors for the school. They are well behaved both in lessons and around school and care for their friends and younger pupils. They willingly take responsibility for their own learning and participate in schemes where they support others.

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While there is strong social and moral development of pupils, their spiritual and cultural development is satisfactory. Pupils all benefit from good-quality care, guidance and support; consequently, they feel safe and are reassured that adults have high expectations and the resources to help them to reach their targets.

The leadership and management of the school have improved term on term. The school's transformation has been achieved by the vision and commitment of the headteacher and the senior leadership team, supported by a strengthening in the governing body, which is now better informed and holds the school to account by providing rigorous challenge. With new knowledge and skills within governance, members of the governing body are better placed to become thoroughly involved in the strategic direction of the school and in monitoring the statutory requirements of the Early Years Foundation Stage. The school's self-evaluation is accurate and its strategic direction is sound. Staff have responded positively to the support and guidance provided by the local authority and by leading partners in education. The school has improved performance in all facets of its work and provides good value for money. It has maintained the robust procedures for safeguarding pupils and ensures there are equal opportunities for all pupils and families. New ways of engaging parents and carers in their children's learning are developing and there is reasonable use of the breakfast club and family learning projects. The school has good capacity to embed its ambition, including the greater involvement of parents and carers, and sustain the improvement, as has been demonstrated in already overcoming the weaknesses in teaching and learning and in ensuring achievement improves further.

What does the school need to do to improve further?

- Further develop the involvement of parents and carers in their children's learning, for example, by encouraging them to:
 - engage in the use of the new virtual learning environment
 - participate in homework projects
 - attend parents' evenings and discussions about pupils' progress
 - attend special educational needs reviews
 - increase the take-up in family learning events and courses
 - share information about their child's learning prior to registration in the Early Years Foundation Stage.
- Further develop the role of the governing body to incorporate an even greater involvement in:
 - developing the strategic direction of the school
 - monitoring the statutory requirements of the Early Years Foundation Stage.
- Ensure that more pupils achieve the higher attainment levels of which they are capable by:
 - adapting learning so that it is better matched to their needs
 - making the curriculum and the choice of materials and activities more interesting
 - increasing the use of individual targets

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- ensuring marking is thorough and providing feedback to raise their confidence and aspirations
- developing links with partners, including local secondary schools.
- Continue to raise attendance levels, particularly in the Reception class.

Outcomes for individuals and groups of pupils

2

Pupils' work and the school's own records of the regular assessment of pupils' learning demonstrate a rapid improvement of pupils' progress term on term, which is in excess of what is expected nationally. The school's results for tests taken by Year 6 pupils this year show a significant improvement over previous years and that they are almost all attaining in line with what is expected nationally. This is remarkable given the legacy of underachievement at the school and some pupils' very low starting points at the beginning of this academic year. Across the school, pupils' achievement has increased, although generally pupils in other year groups still have some ground to make up to match age-related expectations. Accurate data, high expectations and clear targets for pupils, identification of gaps in learning, suitable interventions and support, all ensure that pupils' progress and achievement are rising.

Children join the Early Years Foundation Stage with skills which are significantly lower than what is normally expected, particularly in their personal, social and emotional development and in their communication, language and literacy. Improvements in provision and in the quality of teaching, coupled with more accurate assessment and identification of children's next steps in learning, ensured that currently, children make at least good progress. By the time they move into Key Stage 1, the majority of the current cohort are in line with where they should be in almost all areas. Any slower progress is identified and worked upon.

The school's focus on pupils' reading skills, coupled with the use of some very successful teaching initiatives, including intense one-to-one support, ensures that every child is becoming a fluent reader. Pupils are beginning to use their renewed confidence and enthusiasm for reading to translate into their writing although, with a legacy of poor writing in the past, the school is determined to prioritise this. Presentation and handwriting have improved; pupils are taking pride in their work. While they are nearing expected levels for their age, and they better understand conventions of writing and punctuation, teachers also continue to focus on improving spelling. The school has worked hard to plug the gaps in pupils' mathematical knowledge. Achievement has improved as pupils become more competent at applying the most appropriate ways to solve mathematical problems. Improvements to the curriculum and teaching of science have ensured a rise in scientific achievement generally over the course of the academic year, although again this is an area that the school is focused on improving in order to ensure all pupils reach their targets.

Pupils' personal development has improved significantly and now has many strengths. Pupils share that they are enthusiastic about, and more engaged in, their learning than they used to be. They are thriving on the higher expectations placed upon them and the responsibilities they hold for their own learning and for their roles in the school community. Their strong sense of social and moral duty is reflected in their willingness to support their peers personally and academically and in the consistently good behaviour in lessons and around the school. The school council, library monitors and reading

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ambassadors and buddies have all contributed well to the good outcomes for other pupils. Pupils feel safe, knowing that staff care about their well-being. They understand about keeping healthy, eating healthy snacks and making appropriate choices of food at mealtimes. Their work in pairs and groups engenders a sense of teamwork and equips pupils well for future interactions in the workplace. Attendance is gradually improving because of the school's determined approach and consistent application of policy and procedures, which involve both internal and external partners, such as the community liaison officer, who has an excellent relationship with parents and carers in the locality. However, despite the school's unwavering commitment to address attendance, it is still not at an acceptable level in the Reception class.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching at Jeffries School and Nursery has shown considerable term-by-term improvement and is good overall. Thorough planning, and effective use of assessment information to inform this, ensures that the work is well matched to pupils' needs. Pupils understand their targets and are finding the individual targets for writing particularly helpful. Teachers' mostly good subject knowledge, thorough preparation and interesting delivery motivate pupils. The pace of lessons and balance of listening and actively working are appropriate. The very large majority of lessons secure good or better learning and progress. Rigorous assessment continues to identify gaps in learning. Improved data

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analysis ensures that the school takes good account of the progress of groups and individuals and puts measures into place promptly should pupils not make the gains expected of them. Teachers and pupils are becoming highly skilled in assessing their work and identifying successful features. The school is aware that staff consistently need to adapt their lessons promptly in the light of ongoing assessment. While staff try hard to ensure the more-able children are challenged appropriately, too few attain the higher levels of which they are capable.

The curriculum is a particularly successful feature of the school and engages pupils. It is well matched to their learning needs and interests. Staff seize every opportunity to link areas of the curriculum, and expectations are consistent across subjects. Project work is used effectively to reinforce reading, writing, mathematical and technological skills. The school continues to improve the range of first-hand experiences inside and out of the classroom, which has enthused pupils and ensures purposeful discussion and writing. The curriculum in the Early Years Foundation Stage has also improved to provide more opportunities for children to make choices and initiate their learning, particularly in the outdoor area.

Pupils state that they feel very safe in school and well cared for. All staff, including the headteacher, community liaison officer and support staff, know children and their families very well indeed and are committed to providing the very best they can for them. The school is better targeting its support and analysing the impact of this support and any interventions. The impact of one-to-one support in reading and literacy is evident and has resulted in some outstanding gains in progress, which has been sustained. Some parents and carers engage well with family learning courses, which are having a positive effect on their own learning and that of their children. The new on-line learning website and creative ways of approaching homework tasks serves to ensure that a greater percentage of parents and carers understand their children's learning and have opportunities to help them. The quality of support in classes across the school has improved. The school works very closely with external agencies to ensure that pupils' learning, behavioural and emotional needs are dealt with effectively.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are good and there has been dedicated commitment at all levels to turning the school around and addressing the areas for improvement identified at the last inspection. Staff have responded well to external professional input, refining their teaching methods and planning lessons linked to the accurate assessment of pupils'

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progress. The headteacher has a clear strategic vision for the school, involving others in accurate self-evaluation and identifying further priorities for action, which are sound. Previous priorities which were identified to improve provision and drive up standards have been tackled to positive effect, and to ensure the school deploys resources to achieve good value for money. Teachers' increased accountability for school improvement and for the performance of pupils in their classes has been productive. They are now able to identify underachievement early, evaluate and change teaching where necessary, and plan skilfully for the most appropriate support and interventions. They have also accurately identified gaps in pupils' learning arising from the legacy of poor teaching and learning in the past and have ensured that the majority of weaknesses have been addressed over the course of this academic year. New roles assigned to staff are becoming better embedded and any further necessary changes to these have been sensibly thought through to ensure skills and workload are evenly shared. Staff have a better understanding of developments in their specialist areas through undertaking more observations and work scrutiny.

The governing body has strengthened with the addition of new skills and expertise. Roles and responsibilities are better distributed and the governing body, through improved understanding of data and the school's strengths and weaknesses, is challenging the school more rigorously and to better effect. Members of the governing body are involved in the monitoring and evaluating of the school through a properly worked-out programme and monitoring policy. The reporting within the governing body is thorough and informative, so that governors can make appropriate decisions and advise accordingly. While members are more aware of their overall statutory responsibilities, they have previously relied heavily upon the school to ensure the statutory requirements of the Early Years Foundation Stage are met. They have been working systematically on all aspects of their work, including improving the effectiveness of the school and staffing stability, and now are ready to assist further in developing the school's renewed strategic direction. The engagement of parents and carers is one of the areas that is being continually worked upon as a lever to raise aspirations and achievement. The roles of the special educational needs coordinator and the community liaison officer have been pivotal in improving some parents' and carers' attendance at meetings to discuss their children's progress and in the attendance of some pupils in school. Despite an improving picture overall in this respect, the attendance of the Reception children remains too low and the school recognises the need to engage more parents and carers in their children's learning.

The school works very hard to promote equal opportunities and to tackle discrimination, as is demonstrated in the analysis of the progress of different groups and individuals and the appropriate allocation of provision matched to pupils' needs. The school is dealing well with new pupils who speak English as an additional language with some innovative use of resources for translation. There are clear policies and procedures in place to ensure the welfare and safeguarding of all pupils, including those whose circumstances may make them vulnerable. The curriculum has been specifically tailored to ensure that pupils are aware of potential risks and dangers. The school's risk assessments have been appropriately informed by the views of parents and carers. While the school is beginning to contribute more to its local community, it has assessed that it has yet to do more to develop links with the wider community, nationally and internationally. The school deploys its resources effectively, including the deployment of staff. Further training and professional development for all staff have been beneficial in helping to raise achievement, although there is still some way to go to ensure every pupil is achieving as well as they

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can in all areas. The school environment and learning environment in classrooms have improved.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Teamwork and improvements in the quality of the provision are evident. The leadership and management of the Early Years Foundation Stage have strengthened over the past year; monitoring and evaluation of this phase are more rigorous and secure, and now also involve the governing body. Children have ongoing access to a wide range of high-quality activities and resources inside and outside. Staff are more aware of the potential learning from the activities and the children's next steps. Their knowledge has been improved by further training and development, a focus on regular observations of children, accurate assessment and using information fully to adapt their planning. Children's records are accurate and of high quality. As a result of an increased knowledge of children's achievement and progress, staff question skilfully and children are better stimulated and challenged. Children self-select their activities and initiate their own learning, with staff regularly checking what they have participated in.

From starting points which are below what is expected for their age nationally, children now make good progress in the Nursery and Reception, so that by the time they move up to Year 1, the very large majority are in line with their peers in other schools. Children are becoming confident readers and writers, and are using their early phonic knowledge to enhance their emerging writing skills. They are not all yet as confident in their speaking skills, but staff encourage these wherever possible and progress is evident. Staff help children to understand right from wrong; consequently, they are well behaved and work purposefully and happily, learning to work and play well with others. The range of

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activities has been well considered to address all aspects of all areas of learning. Staff are well aware of children's individual needs and where they need additional help and support; consequently, outcomes for children overall are good. However, attendance across the Early Years Foundation Stage, particularly for those children of statutory school age, is not as good as the rest of the school. Partnerships with parents and carers are developing well as is shown by many parents and carers choosing to share in their children's learning when they drop off at school. The small numbers of parents and carers who have chosen to take up opportunities for family learning have found this invaluable in supporting their children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. However, the school values parents' and carers' opinions and regularly consults with them. Parents and carers value the school's provision for them to increase their own learning and to be involved in their children's learning, supported by a community liaison officer and other staff. Parents and carers confirm that they also value the opportunity to linger with their children for a short while when they drop them off in the Early Years Foundation Stage. They also acknowledge that the school has improved and that their children are achieving more.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



1 July 2011

Dear Pupils

Inspection of Jeffries Primary and Nursery School, Nottingham, NG17 8EE

Thank you for the warm welcome you gave me when I visited your school last week. It was lovely to speak with so many of you during your lessons and to meet with those who came to see me at lunchtime in your delightful new library area. I can understand why you all like it so much now! I am delighted to see how much your school has improved since I have been visiting you over the last year. It feels like a completely different place to be and you are now all doing much better. I was so pleased to see you all taking a pride in your work in books and trying much harder to achieve your targets. The fantastic news is that things are going so well at Jeffries that your school no longer requires special measures and it is now a good school. The headteacher, all the staff and members of the governing body have worked really hard to turn the school around. They have shown real commitment in wanting the very best for you to ensure you all do as well as you can.

The main things I noticed were:

- you are working well together and are well behaved
- you are enjoying your lessons because they are more interesting
- you have challenging targets and are trying hard to reach them
- your progress is increasing because you really want to know how to improve your work
- your school really knows where it is going and everyone is pulling together to make it better
- the governing body is keeping an even closer eye on the school.

In order to improve even further, I have asked the school to make sure that:

- your parents, carers and other family members become more involved in your learning
- members of the governing body help with the school's vision and keep a close eye on the Nursery and Reception
- those of you who find learning easy are challenged even more to reach the higher levels
- children in Nursery and especially in Reception always come to school

Yours sincerely

Jane Melbourne

Her Majesty's Inspector

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