

Jeffries Primary and Nursery School

Vernon Road, Kirkby-in-Ashfield, Nottingham, NG17 8EE

Inspection dates 11–12 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils, including disabled pupils and those who have special educational needs, are currently making good progress because teaching has improved significantly and is consistently good.
- Reading is taught particularly well throughout the school and pupils achieve well with this skill.
- Good teaching in the Nursery and Reception classes ensures children make good progress, especially when learning to link letters and sounds (phonics).
- Pupils' behaviour is good. They feel safe and are well looked after by staff, so they enjoy school.
- Leadership and management are good. Staff work well as a team, inspired by the headteacher's determination to drive forward improvements. Teaching has been improved significantly and as a result, achievement and standards are rising.
- The governing body is effectively helping the school to improve and governors' regular visits mean that they know how well the school is performing.

It is not yet an outstanding school because

- Attainment by Year 6 is, usually, close to the national average but is, currently, below average, especially in writing. Spelling and the neatness of pupils' work are particular weaknesses.
- In the Nursery and Reception classes, planning does not link indoor with outdoor learning very well so it takes longer for children to acquire new skills.

Information about this inspection

- Inspectors observed 20 lessons taught by eight teachers, including one with specialist training for teaching reading. Two lessons were seen together with the headteacher.
- Meetings were held with a group of six Year 5 pupils and the pupil council, the Chair of the Governing Body and two other governors, the headteacher, deputy headteacher and other senior leaders.
- A discussion took place with a representative from the local authority.
- There were 10 responses to the Ofsted online questionnaire (Parent View) by the end of the inspection. The inspectors took account of these, and also sought the views of parents as they arrived at school with their children.
- The inspectors observed the school's work and looked at a range of documents, including: the school's own information on pupils' recent and current progress, planning for school improvement, and checks on teaching, behaviour, attendance and safeguarding.

Inspection team

Joseph Peacock, Lead inspector

Additional Inspector

Susan Tabberer

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- It has a Nursery class and Reception class, and one single-age class in Years 1 to 6. Numbers in school are beginning to rise.
- Almost all pupils are of White British origins.
- The proportion of pupils supported by additional government funding through the pupil premium (pupils eligible for free school meals, looked after by the local authority or with a parent in the armed forces) is double the national average. In this school, the pupil premium almost entirely applies to pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion who are supported at school action plus or have a statement of special educational needs is below average.
- A considerably higher proportion of pupils than usual, join or leave the school at times other than the usual ones – including in Key Stage 2.
- A breakfast club is provided by the school during term time and this was included in the inspection.

What does the school need to do to improve further?

- Make sure lesson planning in the Nursery and Reception better links skills being taught indoors and outdoors, so children can practise, learn and consolidate new skills more effectively.
- Raise attainment by Year 6, especially in writing, and improve spelling and the neatness of pupils' written work by:
 - ensuring that pupils respond to teachers' marking comments on how to improve their work
 - ensuring that teachers have higher expectations for the neatness of pupils' work, especially written work
 - teaching pupils how to apply their phonic knowledge more effectively in order to improve the accuracy of their spelling.

Inspection judgements

The achievement of pupils

is good

- Children start in the Nursery with skills and understanding that are well below those typical for their age, particularly in speaking and language skills. Teaching is good, helping all to achieve well.
- Good teaching continues in Reception. Staff in the Nursery and Reception class constantly engage children in conversations about their activities, encouraging speaking skills. Nursery children were really excited about their hunt for mini-beasts and delighted to find woodlice. Reception children enjoyed racing one another outdoors to help understand terms such as first, second and third.
- Effective daily arrangements help most children to make good progress in learning letters and the sounds they make (phonics).
- Staff carefully assess children's progress as they tackle activities indoors and outside. The recent separation into two classes means that the outdoor learning area for Reception children is still being developed. Planning for both classes does not make effective links between indoor and outdoor learning and this means that it takes longer for some children to learn new skills.
- Most children attain the level expected in all areas of learning by the time they move into Year 1. However, early writing skills are not as well developed as other skills.
- Pupils' attainment by the end of Year 2 has improved considerably over last year from what it was in 2012. Standards in reading, writing and mathematics have risen by Year 2 because of considerable improvements in the quality of teaching. Current school progress and attainment data, confirmed by scrutiny of pupils' work in and out of lessons, show that attainment in reading and mathematics is, currently, above average. In writing it is average. Most pupils are making good progress in each subject.
- Achievement is, currently, good throughout Key Stage 2, reflecting the much improved and consistently good quality of teaching. Attainment of Year 6 pupils is usually close to the national average, but is, currently, behind in English and mathematics. This particular year group had an even lower profile of attainment on entry than most year groups and, also, many pupils have joined the school at different times during the key stage. Some arrive too late to be able to take full advantage of the good quality of education provided and do not attain as well as other pupils. Attainment in writing is lower than in reading and mathematics, where more pupils are attaining average and, often, above-average standards.
- Pupils make particularly good progress in reading because of the strong emphasis on teaching phonics and the special sessions with a part-time teacher to advance reading skills. Results of the 2012 phonics screening check were ahead of national standards. In one of the daily guided reading sessions seen, where pupils read interesting texts from scary books or newspapers for young people, their progress was excellent, reflecting the high quality of the teaching.
- Effective links are made between different subjects and these give pupils good opportunities to develop their writing skills. For example, Year 1 pupils used their phonic knowledge well to write about African animals. Sentences such as, 'Giraffes eat the sweet green leaves' and 'Leopards eat deer and stuff that size' were spelt accurately. However, spelling is poor for many in Key Stage 2 and their written work is often untidy. Pupils do not apply their phonic skills well when

writing, resulting in frequent spelling errors.

- In mathematics, tasks that reflect the curriculum policy to provide enriched learning based on real-life situations ensure most pupils achieve well. For example, calculating the cost of a radio advertisement for the governors using actors and different local radio stations ensured pupils in Year 4 were highly motivated. One station offering a discount added further challenge to pupils' calculations.
- Disabled pupils and those who have special educational needs are provided with good support for their learning in lessons and in sessions using special techniques to help them to learn reading and mathematical skills. Most achieve as well as other pupils.
- The school provides individual help for the many pupils known to be eligible for the pupil premium. School records show that this is helping to improve their attainment in English and mathematics and is closing the gap between their standards and those of other pupils. Most, typically, make better progress than other pupils.

The quality of teaching is good

- Teaching is typically never less than good, reflecting the commitment of teachers to see that pupils of all abilities achieve as well as they can. Common features include effective planning of learning, which provides enriched, real-life learning tasks, especially in mathematics, pupils displaying positive attitudes to learning and effective support for disabled pupils and those who have special educational needs.
- Good and, occasionally, outstanding teaching is successfully raising standards, particularly by Year 2. The full impact has not yet been realised for pupils by the end of Year 6, but it has resulted in most making good progress as they move through Key Stage 2, including those eligible for the pupil premium.
- In Nursery and Reception, effective teaching helps children to settle quickly and make good progress. Children's communication skills and knowledge of phonics have a high profile, enabling most to make good progress. However, planning does not always link indoor and outdoor learning. For example, teachers' planning of learning missed the opportunity to consolidate children's knowledge of ordering terms such as 'fourth' or 'fifth' when running races outdoors.
- Teachers make frequent and accurate checks on pupils' rates of progress in English and mathematics, so any pupils who are falling behind are quickly identified and supported. Disabled pupils and those who have special educational needs make good progress because their individual learning needs are recognised in teachers' lesson planning. Teaching assistants support these pupils effectively in lessons.
- Marking is thorough and usually gives pupils clear guidance on how to improve spelling, punctuation and the content of their written work. However, there was little evidence of pupils being given the time to respond to the guidance teachers provided in their marking. An examination of pupils' completed work showed that there were few comments from teachers about the neatness of that work because teachers' expectations were not communicated effectively to pupils.
- Improving writing is, rightly, a current focus for the school because teachers' expectations about

neatness are not high enough. Older pupils are not applying their phonic knowledge very well when attempting to spell longer and more complex words. This is holding back standards in writing.

- Reading is taught well throughout the school with pupils of all ages employing their phonic knowledge to read long, unfamiliar words correctly. Teaching for individual pupils in sessions with a part-time specialist teacher is excellent and results in pupils making rapid gains in their reading ability.
- In lessons, there is usually a quiet, industrious atmosphere and pupils work together well. They help one another by sharing ideas and information and always trying to do their best.

The behaviour and safety of pupils are good

- Pupils demonstrate good attitudes to learning and behave very well in lessons. As a result, most make good progress. All try hard to live up to the motto of, 'Joy - Pride - Spirit'. This leads to a happy and vibrant school which pupils describe as, 'one big, humongous family'.
- Pupils say that they feel safe and that, 'Everyone is made to feel welcome.' They celebrate one another's achievements in weekly assemblies and are reminded in the school song that, 'Everyone is special; everyone has a gift.'
- Staff provide a warm welcome for pupils attending the breakfast club. The pupils have a wide range of enjoyable activities and healthy food before school starts.
- Pupils clearly enjoy coming to school. Most are punctual and attend regularly. Pupils enjoy school and there have been no exclusions, reflecting how well they behave.
- Pupils have a clear understanding of different types of bullying, such as name-calling and misuse of mobile phones or emails. They say that bullying is not an issue in the school, a view backed up by school records, but know what to do if they should experience any form of bullying. They are confident that staff will look after them. A typical comment was, 'Staff are helpful, like a signpost, pointing you in the right direction.'
- Staff manage behaviour consistently well and normally deal with any incidents of inappropriate behaviour immediately and effectively. In lessons observed during the inspection, there were no interruptions of any kind because of pupils' behaviour, indicating how keen pupils were to learn and make progress.

The leadership and management are good

- The inspirational leadership and management provided by the headteacher have resulted in significant improvements in the quality of teaching. All staff share the drive and enthusiasm of the headteacher to raise standards.
- Senior staff are fully involved in evaluating teaching and checking on pupils' progress each half-term. This detailed analysis of pupils' progress has identified the relative weaknesses in writing, compared to pupils' attainment in reading and mathematics. Consequently, writing is the correct

current focus for improvement.

- Staff questionnaires show that all hold positive views. Professional development has a high profile, with many training events aimed at improving teaching.
 - The leadership and management of the Early Years Foundation Stage and that for disabled pupils and those who have special educational needs are effective. These groups of pupils achieve well because their learning needs are well catered for in lessons.
 - Leaders and the governing body make sure that progression through the pay scale is closely linked to teachers' performance in ensuring pupils' successful learning and progress. National standards are used effectively in judging teaching quality.
 - A strength is the way all pupils are treated equally by staff and this reflects the school's strong principles on inclusion and equality. A typical pupil view was, 'Never felt insecure; never been mistreated or disrespected.'
 - The good range of after-school clubs contributes well to pupils' achievement and their spiritual, moral, social and cultural development. Topics about Africa, visitors serving Chinese and Indian food and exchanging letters with pupils in Ghana give pupils a good understanding of other cultures and faiths.
 - The local authority judges this is a continuously improving school because of the high quality of leadership and management by the headteacher. Her expertise has recently been called upon to support and advise other local schools. The local authority provides as much support as the school requests. Periodically, it checks the school's performance to make sure that it continues to improve.
 - The few parents who responded to Parent View were almost unanimously positive in their responses to each question. Those spoken to at school particularly appreciate the breakfast club and report how much their children enjoy attending. Virtually all said that they would recommend the school to others.
 - **The governance of the school:**
 - Governors find out for themselves how effectively the headteacher and staff are working. They know how well pupils' achievement compares to that of similar schools nationally. The governing body has a wide spread of expertise and governors are beginning to focus their visits on helping the staff to evaluate the pace of improvement in identified areas. Each year the performance of the headteacher and all teachers is checked using information about pupils' progress and standards achieved. Governors know what the school is doing to reward good teaching and to tackle any underperformance. Governors are appropriately trained, with most having attended training sessions. Financial resources, including pupil-premium funding, are well managed. The governing body has a good knowledge of child protection and safeguarding matters and all current national requirements relating to safeguarding are met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122724
Local authority	Nottinghamshire
Inspection number	400116

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Fred Twiss
Headteacher	Helen Bent
Date of previous school inspection	29 June 2011
Telephone number	01623 460274
Fax number	01623 460275
Email address	office@jeffries.notts.sch.uk

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