

# Alderman Jacobs School

Drybread Road, Whittlesey, Peterborough, PE7 1XJ

**Inspection dates** 23–24 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Actions taken by leaders, including governors, to improve the school have had too little time to take full effect. Plans have been hindered by staff and leadership changes.
- Leaders do not always check thoroughly that policies and systems are working well.
- Ways to improve attendance are not fully effective in helping all parents to understand the importance of good attendance. Pupil absence is not always thoroughly analysed.
- Behaviour is not consistently good because there is some variation in how well staff manage behaviour.
- Spelling and punctuation are not taught effectively. Teachers do not always insist on well-presented work.
- Teachers do not consistently give pupils clear guidance on how to improve their work or what they should achieve by the end of lessons.
- Teaching assistants do not always help to move pupils' learning forward well enough in lessons.
- Pupils do not make rapid enough progress to reach their full potential.
- Early years provision requires improvement because leaders do not have a clear view of how well children achieve from the time they start school.

### The school has the following strengths

- The headteacher and all leaders know the school's priorities. Despite the staff changes, they are improving teaching and speeding up pupils' progress.
- Pupils say they feel safe and they get on well together.
- The staff promote pupils' personal development well and give extra help to those who need it.
- Varied and interesting experiences promote pupils' spiritual, moral, social and cultural development well.
- The most-able pupils and disadvantaged pupils are making better progress than previously due to improved teaching.
- Children in the early years make good progress because teaching is consistently good.

## Information about this inspection

- The inspectors observed 20 lessons and two assemblies. Four observations were carried out jointly with senior leaders. In all, 20 members of staff were seen teaching.
- The inspectors looked at samples of work from all classes, spoke to pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with groups of pupils, members of the governing body, leaders and staff. A discussion was also held with an education advisor who works with the school.
- The inspectors analysed 62 responses from parents to Ofsted's online questionnaire, Parent View, and spoke to parents during the inspection.
- The inspectors analysed 53 responses to the questionnaire completed by school staff.
- The inspectors observed the school's work. They looked at progress and attendance information, improvement planning, evidence of the monitoring of teaching and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector	Additional Inspector
Stephen Johnson	Additional Inspector
Janet Bickerton	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- Most pupils are of White British or other White background.
- The proportion of pupils for whom the school receives pupil premium funding is average. This funding is received for pupils who are, or have been, eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years provision comprises three Reception classes which children attend full time.
- The school is a stand-alone academy trust. Members of the governing body are trustees of the academy.
- The school shares its site with two privately run pre-school facilities. They are not run by the school's governing body and are subject to separate inspection.
- Since the previous inspection, the school has experienced significant staff and leadership changes. The headteacher took up post in April 2014.

### What does the school need to do to improve further?

- Improve teaching and raise achievement by making sure that teachers consistently:
  - have high expectations of pupils' behaviour and the quality of work in their books
  - give clear guidance to pupils on what they are expected to achieve by the end of lessons
  - adhere to the school's marking policy
  - teach spelling and punctuation effectively.
- Improve leadership and management by making sure that:
  - all leaders devise effective ways to check that policies and behaviour systems are having a positive impact
  - all teaching assistants receive the guidance they need to help pupils to learn effectively
  - there are effective ways to help parents to see the importance of good attendance and to analyse absence
  - leaders in the early years collate evidence gathered by staff to gain a clear view of children's progress from their starting points.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Improvements made by leaders have not yet had sufficient impact in raising the quality of teaching and pupils' achievement to be consistently good. This is because some plans for improvement have been slowed by staff and leadership changes.
- Leaders do not always have a systematic approach to recording and evaluating the impact of their work. For example, ways to collate evidence from class behaviour records are not systematic enough to help leaders to see the impact of behaviour systems.
- Since her appointment, the headteacher's big drive has been to improve teaching. She ensures that leaders, including those who are responsible for subjects, are effective. They are clear about their roles and have effective ways to check the quality of teaching. As a result, they are successfully ironing out inconsistencies. However, leaders recognise that there is still too much variation between classes in how well teachers expect pupils to behave and to present their work in books.
- Leaders create a sense of purpose within the school which motivates staff and pupils to do well. As a result, behaviour and teaching are improving strongly. A positive response from the questionnaire completed by staff indicates they feel well supported. Guidance given to staff to help them to improve is well received. Good use is made of external advice and expertise within the school to help staff to do their jobs well.
- Leaders are committed to speeding up the progress made by all pupils so all have equal chance to succeed. They provide extra help and support with positive effect on pupils' personal and academic achievements. Attainment in mathematics is on the rise because of additional teaching that pupils receive. As a result of the good use of the pupil premium funding, the progress of disadvantaged pupils is speeding up this year. They often make better progress than their classmates in most classes.
- The primary sports funding is used well to develop teachers' skills in teaching physical education lessons and to provide additional sports clubs and events for pupils, with positive effect on raising levels of participation and enjoyment. The activities are popular; pupils say they like being part of school teams and training to be playground leaders in charge of sports apparatus.
- The curriculum provides a wide range of interesting experiences which promote pupils' spiritual, moral, social and cultural development well. Pupils say they enjoy the trips and visitors to school which help them to learn about different eras, places and people. Musical activities and links with pupils in other schools develop social and cultural skills well.
- British values are strongly linked to the school's core values of tolerance and respect which permeate the school's work and are taught well in lessons. Discrimination of any kind is not tolerated. Pupils learn about key British institutions, such as parliament and the monarchy, and notable events and figures in British history. They learn about various faiths and develop an understanding of those from different backgrounds. As a result, pupils are suitably prepared for life in modern Britain.
- Leaders make sure that safeguarding arrangements meet requirements and are effective.
- **The governance of the school:**
  - Governance requires improvement because the governing body has not been rigorous enough in making sure policies are up to date and used effectively. Governors now have clear systems to make sure policies are up to date and they are at the early stages of checking systematically how well the policies are working in practice.
  - Governors identify priorities and draw up appropriate plans for improvement, and they are well aware of

the school's areas for development. They carry out the management of the headteacher's performance and understand how any underperformance is tackled.

- Governors check information about pupils' progress, including that of disadvantaged pupils, and ask relevant questions about pupils' achievement. They recognise the effect of good teaching on good achievement which informs their decisions about teachers' pay.
- The governing body knows how well the school's curriculum promotes key British values. They undergo the necessary training to carry out their duties, including the safe recruitment of suitable staff. Governors carry out regular checks and are active in modifying the site to ensure that pupils are kept safe and secure.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement because there is some variation in how well staff expect pupils to behave and respond to their learning. This means that not all pupils are fully attentive and have the best attitudes to their learning and the quality of work in their books.
- New behaviour systems are being established. Pupils say behaviour is improving and they like the rewards for good behaviour. They know the school's rules because these are consistently applied in all classes, with positive effect on pupils' moral development. Pupils show tolerance towards the small number of pupils who find it difficult to behave well.
- Most pupils, including children in the early years, behave well and enjoy their learning. When they are fully motivated by interesting tasks and staff make it clear that they expect good behaviour, pupils respond well and pay full attention.
- Pupils take their roles as prefects and school councillors seriously and, as a result, develop a good understanding of the key values of democracy, fairness and the rule of law. They participate willingly in fund raising to help others.
- Pupils are happy to come to school and they strive to do well. However, ways to promote good attendance are not yet having a full impact because they are not far-reaching enough in helping parents to understand how poor attendance affects their children's achievement.

### Safety

- The school's work to keep pupils safe and secure requires improvement because systems are not always used well enough to record why pupils are away from school.
- Leaders and staff make sure that pupils are safe in school. Vetting procedures for staff who work with children are thorough and regular checks are carried out. Leaders and staff receive the training they need to keep pupils safe. Any concerns are carefully logged and effective action taken. Site security is checked frequently.
- Pupils say they feel safe and they know who to talk to if they have a problem. The school gathers pupils' views and addresses any concerns they may raise. Pupils know about the different forms of bullying, including those that may arise when using technology. They receive good guidance on how to stay safe during assemblies and lessons.
- The school's records show that any incidents of bullying are rare but those that do occur are thoroughly recorded and followed up.

## The quality of teaching

## requires improvement

- In Key Stage 1 and Key Stage 2, not all teachers have high enough expectations of pupils' behaviour which affects the amount of progress pupils make in some classes. There is variation in the way teachers mark pupils' work. This means pupils do not receive consistent guidance on how to improve. Sometimes,

teaching assistants do not play a big enough part in making sure pupils learn well.

- Teachers do not always make clear what they expect pupils to achieve by the end of lessons. As a result, some pupils do not work quickly enough to make good progress and finish their work. The teaching of spelling and punctuation is not effective enough to help pupils to quickly build upon what they already know and to develop accurate spelling and punctuation skills.
- Teaching is improving because leaders give teachers the right level of support to help them to do their jobs well. One of the biggest improvements is in the teaching of writing. Teachers use interesting starting points which inspire pupils to write. As a result, attainment is rising, particularly for boys and the most-able pupils, because pupils find the subjects interesting. For example, during the inspection, pupils in one of the Year 6 classes wrote a descriptive piece based upon their learning of the Vikings. The teacher adeptly used music, pictures and exciting vocabulary to fire pupils' imaginations and they made good progress.
- Teachers plan well and provide resources and tasks that are well suited to the range of ability in the class. They establish good relationships and give pupils the confidence to have a go. Teachers ask the right questions to check pupils' understanding and to extend their thinking.
- In mathematics, teachers expect pupils to explain their reasoning and provide useful guidance on how to tackle calculations. This means pupils acquire a range of skills and use them to good effect in getting their answers right.
- Reading and phonics are taught regularly. Staff give pupils the opportunity to read for a range of purposes and provide extra help for those in danger of falling behind. Pupils say they enjoy reading and recognise how teaching is helping them to improve. Pupils are provided with a range of texts in the well-stocked library and in classrooms. The recently introduced 'reading café' and swap boxes are popular with pupils and parents.
- Teaching assistants and support staff receive the training they need to play a key role in helping disadvantaged pupils, disabled pupils and those who have special educational needs to become confident learners. They work with individual pupils and with small groups of pupils to support personal and academic development.
- Teaching in the early years is consistently good and leads to children making consistently good progress.

### **The achievement of pupils**

### **requires improvement**

- In 2014, pupils in Year 6 reached the standards in reading, writing and mathematics expected for their age but not enough of them made good progress from their starting points at the end of Year 2. Pupils in most ability groups made less progress than that seen in many other schools because they did not make consistently good progress as they moved through Key Stage 2.
- The school's information and the work in pupils' books show that the school is addressing the inconsistency in rates of pupils' progress. As teaching is improving, achievement is rising. Pupils currently in Year 6 are making good progress and are catching up after some underachievement during their time in Key Stage 2. They are on track to reach the expected standards by the end of Year 6.
- In 2014, by the end of Year 2, the most-able pupils did better in reading, writing and mathematics than similar pupils nationally. The school's information shows that the most-able pupils currently in Year 2 are achieving equally well this year.
- In 2014, by the end of Year 6, the most-able pupils did not achieve as well as similar pupils nationally. This year they are doing much better because they are making faster progress. The school's information shows that, by the end of Year 6, the proportions reaching the higher levels are in line with those seen nationally.

- Disabled pupils and those who have special educational needs make similar progress to their classmates. Some individuals make good gains in their learning and personal development because they receive the right level of help.
- In 2014, the national test results show that the attainment of disadvantaged pupils was almost three terms behind their classmates in mathematics. In reading, these pupils were almost two terms behind and in writing they were a term behind. When compared with other pupils nationally, disadvantaged pupils were two and a half terms behind in mathematics, one and a half terms behind in reading and a term behind in writing. In some cases, these pupils made better progress than their classmates but they did not make as much progress as other pupils nationally. This year, the school's information shows that, in most classes, the progress of disadvantaged pupils is accelerating and gaps in attainment are closing.

### **The early years provision**

### **requires improvement**

- The leadership and management of the early years requires improvement because leaders have not maintained systems to help them to gain a clear view of children's progress from their starting points. This means it is difficult for leaders to identify any trends in learning and to recognise areas for development. Despite this, staff teaching and supporting in the Reception classes have a consistent approach to record keeping and to the planning of the next steps in children's learning. They frequently discuss areas for children's improvement; as a result of all of this, they ensure that children of all abilities achieve well.
- Children behave well. They share resources with each other and learn how to stay safe, indoors and out, because staff give them good guidance. Children move freely between the Reception classes and confidently choose activities for themselves. They take an interest in the well-organised activities and respond well to class routines.
- Teaching is good. Teachers use wide-ranging ways to motivate and engage children. They make sure children make good progress in all areas of learning by extending their thinking and moving them on quickly to new learning. They link activities together well. For example, during the inspection, a topic on minibeasts led to children making good progress in writing, counting, drawing, model making and observing.
- Children make good progress because of the good teaching they receive. Children start in the Reception classes with abilities that are broadly typical for their age. Work in books shows that they make good progress in writing and mathematics. In 2014, by the end of the early years, above average proportions reached levels above those typically expected in reading, writing and mathematics. As a result, children are well prepared for the learning they will encounter in Year 1.

## 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

<b>Unique reference number</b>	136653
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	462128

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	572
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laura Holland
<b>Headteacher</b>	Catherine Carlisle
<b>Date of previous school inspection</b>	19–20 June 2013
<b>Telephone number</b>	01733 202403
<b>Fax number</b>	01733 205981
<b>Email address</b>	office@aldermanjacobs.cambs.sch.uk

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