

Thomas Jolyffe Primary School

Clopton Road, Stratford-upon-Avon, Warwickshire CV37 6TE

Inspection dates

4–5 December 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The school's effectiveness took a downturn following its section 5 inspection in 2013. Over the last two years, the headteacher, together with the deputy headteacher and other leaders and governors, has worked with drive and determination to reverse the decline and raise standards. This has led to significant improvements.
- As a result of high expectations and regular professional development for all teachers, the quality of teaching has improved and is consistently good.
- Governance has also improved and is securely good. Governors know the school well, visit regularly and hold leaders to account through regular meetings.
- Teaching is characterised by well-planned sequences of learning, good questioning and teachers who have good subject knowledge.
- The teaching of mathematics has improved and is now effective. However, pupils do not have enough opportunities to use their knowledge and skills. Their ability to reason and explain is not well developed.
- As a result of better teaching, the proportion of pupils working at greater depth is improving across the school.
- Safeguarding is highly effective. Leaders, staff and governors are well trained and vigilant. The well-being of pupils is at the heart of the school.
- All staff are skilled at promoting pupils' personal development, behaviour and welfare. Nurture provision is of the highest quality. As a result, the number of exclusions has fallen substantially.
- The exciting curriculum is appropriately broad and balanced and well planned.
- Pupils make better progress now. Occasionally, expectations are not high enough and pupils are not moved onto more challenging work quickly enough. This slows their progress.
- From their starting points, children make good progress in the Reception classes. Good teaching, strong leadership and high-quality provision mean that children are well prepared for Year 1.
- Pupils conduct themselves well. They are respectful and courteous. Relationships are positive across the school.
- Pupils' attendance has improved and is now broadly in line with national averages. However, leaders know that the attendance of disadvantaged pupils is not yet high enough.

Full report

What does the school need to do to improve further?

- Continue to improve outcomes so that more pupils reach the levels of which they are capable given their starting points.
- Further challenge all pupils in order to maximise rates of progress by:
 - ensuring that teachers have consistently high expectations of what all pupils can do and achieve by moving pupils onto more challenging work as soon as they are ready
 - ensuring that teachers provide more opportunities for pupils to apply their reasoning skills in mathematics to deepen their understanding.
- Continue to work with pupils, parents and carers, and external agencies to ensure that all pupils, particularly those who are disadvantaged, attend school regularly.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has high aspirations for the school. She is determined to ensure that each and every child receives a good quality of education. She is resolute in wanting all pupils to achieve the very best academically and socially. Over the last two years, she has developed a strong team of committed professionals who understand the expectations and share her vision.
- A strong, effective partnership exists between the headteacher and the deputy headteacher. They complement each other's skills well and demonstrate a secure understanding of school improvement. Together, they have accurately evaluated the standards of education across the school and developed a robust strategic plan to drive further improvements. There is a realistic acknowledgement of what is possible and the timescales within which improvements must be made. The calm, measured approach taken by senior leaders is having a positive impact on the quality of teaching and learning.
- Leadership is strong at all levels. Middle leaders have a detailed and accurate understanding of the strengths and aspects requiring further development in their subject area. They are responsive to staff feedback and provide support and training for others. This ensures a consistent approach to the teaching of reading, writing and mathematics across the school. Middle leaders are supported and challenged well by senior leaders and governors.
- Leaders have a good understanding of the quality of teaching through regular checking, such as visits to classrooms, reviews of pupils' progress and looking at pupils' written work. Staff are supported to strengthen and develop their teaching skills. They value the range of professional development opportunities provided by leaders. New teachers are particularly well supported by experienced teachers and mentors.
- Staff comment positively on the change in culture in the school since the arrival of the headteacher two years ago. They acknowledge that expectations were low previously and value the clarity about what is now expected. Staff comment that they 'know where we are going now'. The shared vision and positive team commitment are tangible across the school.
- There are indications that the additional funding for disadvantaged pupils is beginning to have a stronger impact on pupils' outcomes across all year groups. Barriers to learning are identified at an individual level. Funding is used in a purposeful way to support pupils' welfare and narrow the gaps in attainment between these pupils and other pupils nationally. Leaders recognise that this work is ongoing and there is more to achieve with this group of pupils.
- The leadership of pupils with special educational needs and/or disabilities (SEND) is effective. Funding is used appropriately. The coordinator is highly skilled and knowledgeable. Effective systems are in place to identify pupils who need additional support. The impact of support, particularly precise interventions, is checked carefully to ensure that pupils make secure progress over time. Leaders demonstrate an in-

depth knowledge of pupils' barriers to learning and work well to help pupils overcome them.

- The exciting curriculum is appropriately broad, balanced and well planned. Pupils have a range of opportunities to develop skills and knowledge in the arts, sport, language and science. The curriculum is enhanced by a diverse range of educational trips and visits. Pupils talk enthusiastically about working with authors who visit the school. Pupils enjoy their learning and find it interesting.
- The development of pupils' spiritual, cultural, social and moral understanding is carefully planned and threaded throughout the curriculum. Pupils show a good understanding of fundamental British values. They link them to the school values which are deeply embedded in the positive ethos and culture of the school. Pupils are well prepared for life in modern Britain.
- Effective use of additional funding for physical education (PE) and sports has resulted in improvements in the quality of PE teaching. Teachers are supported well by the subject leader and an athletics coach. The various sporting clubs enable pupils to develop their skills sufficiently well to participate in local sporting competitions. Leaders, including governors, evaluate the impact of this funding.
- The vast majority of parents are very supportive of the school. All those who spoke to inspectors during the inspection said that their children were making good progress at school, were well supported and that leaders and staff were approachable and dealt with any concerns. Comments such as, 'They gently push the children to their best and be the best they can be' and 'I can really see the positive changes that the leadership team are making, and I can only see the school going from strength to strength' are indicative of the very many positive messages received during the inspection.

Governance of the school

- Governance has improved significantly. A full complement of governors is in place. The chair of governors has skilfully recruited new governors who bring with them a wealth of skills, experience and knowledge. Governors are ambitious for the school to continue to improve.
- Governors work closely with leaders to ensure that high expectations are supported by a clear strategy for how the school will develop. They are well informed through their in-depth scrutiny of reports and meetings with leaders as well as their regular visits to the school to see for themselves the quality of education. They provide effective support and challenge.
- Governors monitor the school's finances effectively and ensure that identified priorities such as nurture provision are well supported. They have a clear understanding of how extra funding for disadvantaged pupils and for sport and PE is being used. A governor has recently been nominated as the link for disadvantaged pupils. They check the impact of this additional funding to ensure that pupils benefit.
- Governors have provided effective support for the headteacher during the challenges of staff recruitment. They ensure that all appropriate checks are made on new staff. Governors are appropriately trained in all aspects of safeguarding including safer recruitment. They take their safeguarding responsibilities seriously.

Safeguarding

- The arrangements for safeguarding are highly effective. Through her drive and determination, the headteacher has ensured that a culture of safeguarding and well-being is at the heart of the school and all decision-making. Leaders ensure that all staff are trained well and are kept up to date on safeguarding issues, including neglect, extremism, radicalisation and child sexual exploitation. All staff know 'it could happen here' and remain vigilant. They have a thorough understanding of the school's safeguarding policy and act swiftly when concerns arise.
- The effective team of designated safeguarding leaders is deeply committed and knowledgeable about safeguarding. Its members work closely with the pastoral team to ensure that referrals are followed up, action is taken and vulnerable pupils and their families receive appropriate help and support. A systematic, caring and thoughtful response is given to any pupil or family in need.
- The protective behaviour work undertaken regularly and revisited before each school holiday enables pupils to develop the skills they need to keep themselves safe from harm. Staff are skilled in adapting the personal, social and health education curriculum to deal with issues as they arise.
- Leaders and governors ensure that the required checks for anyone working or volunteering in the school are carried out. Processes and documentation to ensure safer recruitment of new staff are robust and securely kept. Leaders make sure that new staff understand their safeguarding responsibilities from the outset.

Quality of teaching, learning and assessment

Good

- A comprehensive cycle of monitoring, support and challenge has strengthened teaching. Feedback from leaders is clear and the message about high expectations unequivocal. The quality of teaching over time is good and continuing to improve.
- Planning for learning is effective. Teachers are skilled in developing sequences of learning which help pupils build on what they know and can already do. Opportunities to practise skills and deepen knowledge are built in regularly. As a result, pupils are securing their skills more quickly and have fewer gaps in their learning.
- Where teaching is strongest, teachers skilfully question pupils and set tasks which meet their needs. They adapt their teaching to address misconceptions and spot pupils who are ready to be moved on. They provide further challenge which makes pupils think hard. However, not all teachers are equally skilled at this. Leaders know where teaching is strongest and continually work to further improve the quality of teaching and learning across the school.
- Relationships between adults and pupils are very positive. Adults know the pupils well and understand their emotional needs as well as their academic ability. They provide encouragement to pupils and help them develop confidence in their own ability.
- Additional staff are deployed effectively across the school. Skilled teaching assistants know when to support pupils individually or in small groups and when to step back and ensure that pupils develop independence in their learning. They work closely with

teachers to ensure that all pupils have quality teacher time as well as highly effective support.

- Highly effective professional development, provided both in school and through the local authority as part of the Strategic School Improvement Fund project, has enabled teachers to develop secure subject knowledge and refine their professional expertise. The school is part way through this two-year project. Impact is evident particularly in the teaching of reading and writing.
- The teaching of reading is strong. Teachers and teaching assistants receive regular training in the use of phonics and in developing early reading skills. Young children develop a secure knowledge of the sounds that letters make in words. They read with increasing fluency as they move through Reception and into Year 1. Phonics teaching is a strength in the school.
- Teachers build on this foundation. Through high-quality comprehension work, pupils are supported to develop a deeper understanding of what they are reading. These sessions are purposeful and ensure that pupils acquire reading skills such as inference, deduction, skimming and scanning. They also promote the love of reading through the regular reading of whole texts. Across the school, pupils' responses to the interesting, challenging texts chosen are more detailed and increasingly accurate.
- Pupils, including disadvantaged pupils, make strong progress in writing because of the many opportunities they have to write often and across a wide range of subjects. They develop a neat, joined style of handwriting from an early age. Pupils present their work well and become increasingly accurate with their spelling and punctuation. Writing books of current pupils show the strong progress they have made since the start of the school year.
- The quality of teaching in mathematics is improving strongly. Central to this drive for improvement is good-quality training for all staff. Adults are becoming more confident to teach the full range of the mathematics curriculum. Pupils develop fluency in mathematics. For example, many pupils know and use their multiplication times tables accurately in their number work. Opportunities to use and apply reasoning skills are not well developed across the school. Leaders acknowledge that this work is in its infancy and there is more work to be done to secure consistently good outcomes in mathematics for all groups.
- Occasionally, the work pupils are doing is too easy for some or lacks the challenge that others require to keep them focused. Where tasks are matched appropriately to pupils' needs, pupils make stronger progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All staff strive to ensure the well-being of each and every child. Pupils receive support throughout the day in ways which best meet their individual needs academically, socially and emotionally. The 'nest' and 'den' nurture provision retains a strong focus on learning. Highly skilled adults work with small groups of pupils to help them develop

confidence and self-esteem. Pupils develop skills and knowledge as well as the social and emotional skills to be successful in life. Nurture provision is exceptionally strong and a strength of the school.

- Pupils display positive attitudes to their learning. They have confidence to say that they do not understand while still being prepared to have a go at something new or challenging. They know that they learn from their mistakes. Teachers encourage pupils to persevere and the vast majority show increasing levels of resilience.
- Pupils have a good understanding of the different forms of bullying and say it is very rare at school. Pupils feel safe at school. They trust adults to help them sort out any worries or anxieties they may have. The school's values such as respect, cooperation and collaboration are lived out by the pupils daily. Adults and children alike are good role models for these values in action.
- Pupils enjoy taking on various responsibilities. For example, during lunchtime older pupils help the younger children to scrape their plate and tidy away. Pupils talk with pride about being elected to serve on the school council or to be a house captain. Older pupils undertake a series of daily tasks which help the smooth running of the school.
- Pupils enjoy participating in a wide range of extra-curricular activities. They take part in sporting competitions and talk enthusiastically about theatre visits and the visiting authors they work with.
- Pupils learn about different religions and cultures through the engaging curriculum, assemblies and trips. Major festivals are celebrated at school and leaders create a culture where all members of the school community feel involved and valued. For example, pupils enjoy contributing to the 'reverse' advent calendar which will be used to feed those who rely on the local food bank. Spiritual, moral, social and cultural education is effectively threaded across the whole curriculum.

Behaviour

- The behaviour of pupils is good. Pupils' conduct around school and in lessons is good. They are polite, courteous and well-mannered. They show respect to adults and visitors. For example, they allow adults to walk through doors first and wait patiently. The school is a calm, orderly place.
- The school's behaviour policy is implemented consistently. Pupils understand what is expected of them and have a secure understanding of the rewards and consequences. Leaders deal effectively with the very few incidents that do occur. Staff know the pupils well and behaviour is very well managed. As a result, the number of exclusions has fallen considerably.
- The few pupils who exhibit challenging behaviour are very well managed. Pupils' individual needs are met so that their behaviour does not interfere with their learning or that of others.
- In lessons, pupils are well behaved and cooperate well together. Teachers make expectations clear about the conduct expected in lessons and follow up any behaviour that is less than good. Occasionally, some low-level disruption occurs when the pace of learning slows and teaching is not strong.

- Although pupils' attendance has been below the national average for the last three years, it is improving. It is currently higher than the national figure for last year. The attendance of pupils with SEND and those who are disadvantaged is also improving but remains below the national figures for these groups of pupils. Leaders work with families to improve attendance, inviting parents into school as soon as a concern over their child's attendance is noted. The proportion of pupils who are persistently absent has reduced.

Outcomes for pupils

Good

- There is a strong trend of improvement in outcomes for pupils across the school. This is a result of the headteacher's determination to ensure that every pupil makes at least good progress and reaches the standards of which they are capable. Progress in reading, writing and mathematics has improved.
- The proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 rose significantly in 2018. It is now above the national average. This is a result of securely good phonics teaching across Reception and key stage 1. Pupils are encouraged to use their phonic skills at every opportunity when reading and writing independently.
- Across the school, the progress pupils make in reading, writing and mathematics has improved. Better progress is well established across the school. This is a result of higher expectations from all teachers. The school is no longer in the bottom 20% of all schools nationally for reading and mathematics at the end of key stage 2.
- The progress of current pupils is strong in almost all year groups. The school's accurate and robust assessments show that the improvements made are being built upon rather than lost as was the case previously. Pupils' progress in reading and writing is particularly strong. For example, pupils demonstrate secure comprehension skills when reading and their written answers show precision and accuracy in their understanding.
- Disadvantaged pupils' progress is not as strong as that of other pupils in reading and mathematics. Few disadvantaged pupils reach the higher standards at the end of key stage 1 and key stage 2. However, the books of current pupils show that they are making stronger progress now and the differences in attainment and progress between different groups of pupils are reducing.
- As a result of bespoke provision, many pupils with SEND are making strong progress. Precise interventions led by knowledgeable staff support pupils to develop skills and understanding in aspects of their learning which they have found difficult.
- Higher proportions of pupils are now reaching age-related expectations than have done so previously. Teachers have a secure understanding of what is expected at each stage of a child's learning journey. Although they are improving strongly, outcomes remain below national averages at the end of key stage 1 and key stage 2.
- The proportion of pupils who are assessed as working at greater depth is in line with national averages at the end of key stage 1. Across the school, some pupils are not challenged or supported to reach the higher standards as quickly as they might. Leaders continue to work with staff to ensure that there are high expectations of every pupil.

Early years provision

Good

- The early years gives children a very good start to school. Children start Reception with skills and knowledge which are broadly typical for their age. Over time, the proportion of pupils attaining a good level of development has been above the national average. The development of reading, writing and mathematical skills is strong. Children make good progress in the early years.
- The early years curriculum is interesting, engaging, broad and balanced. Children develop curiosity and want to find out more. Adults are skilled in capturing children's interest and enthusiasm. Activities have a clear purpose behind them and build upon what the children have previously learned. During the inspection, for example, children were highly engaged with a video message from the author Michael Rosen. They were encouraged to find words and write sentences to share with him. They worked with determination and enthusiasm.
- Positive attitudes to learning are quickly developed. 'Practice makes progress' is the mantra shared by adults and reiterated and believed by children. Children show resilience and resolve to get things right. They develop confidence in their own abilities because of the effective support and encouragement given by all adults.
- The early years leader is rightly proud of the strong provision. She has made sure that the good practice already established is maintained and developed. Senior leaders keep a close eye on children's progress. This allows them to address any gaps in children's understanding and act swiftly to address them. The early years leader takes her role seriously and is ambitious to improve the early years further in order to support more children to exceed the expectations for their age.
- Adults understand how young children learn and are skilled in adapting teaching and activities appropriately in response to their observations of learning. Adults provide time for children to think about what they want to say. They ask questions which help children build on what they already know. They encourage children to be independent in their learning.
- Phonics is taught well across the early years. Adults make learning letters and sounds fun and use a practical approach. Children listen carefully to the sounds linking them to pictures and identify them in words. They begin to use their knowledge when writing independently. They read their work aloud and were keen to share it with the inspectors. Pupils make good progress and are well prepared for the next stage of their education in Year 1.
- Children enjoy writing. They are supported effectively to develop a fluent joined-up style of writing. The vast majority of children develop an appropriate pencil grip and write well. Teachers monitor letter formation closely and provide immediate support for children who may be struggling. Writing is developed well for all groups of pupils. Over time, children move from simple mark-making to writing extensive pieces of well-presented, accurately written prose.
- Children benefit from an interesting classroom environment which is well resourced. Routines are established quickly, and expectations made clear. Children are happy and well behaved and show good personal development. They cooperate and take turns.

They listen carefully to each other. Children are quick to notice when others demonstrate school values in their behaviour. Relationships are positive.

- Leaders and staff have established strong relationships with parents. Many opportunities are provided for parents to be involved with their children's development from the weekly welcome sessions to more focused workshops. Regular newsletters help parents know what their children are learning to do so that they can support them at home effectively.

School details

Unique reference number	125525
Local authority	Warwickshire
Inspection number	10053590

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Sue Molloy
Headteacher	Helen Dunnico
Telephone number	01789 267 015
Website	www.thomasjolyffe.warwickshire.sch.uk/
Email address	admin2052@welearn365.com
Date of previous inspection	January 2018

Information about this school

- The school is larger than the average-sized primary school.
- The early years foundation stage consists of two full-time reception classes.
- The proportion of pupils known to be eligible for the pupil premium funding is below the national average.
- There are fewer pupils from minority ethnic backgrounds than seen nationally and the proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils with SEND is lower than that found in most primary schools. However, more pupils have an education, health and care plan than is found nationally.

Information about this inspection

- The inspectors held meetings with the headteacher and other key leaders. The lead inspector spoke with three members of the governing body including the chair. The lead inspector discussed the school with a representative of the local authority.
- The inspectors made visits to classrooms on both days of the inspection. Many of these visits were with the headteacher or deputy headteacher.
- The inspectors scrutinised a wide selection of pupils' books from different subjects.
- Inspectors spoke to pupils formally and informally. A group of pupils met with an inspector to discuss a range of issues. Pupils read to the inspector. The inspectors observed behaviour in classrooms, in corridors, at lunchtime and outside on the playground.
- An inspector talked to parents before school. The lead inspector also considered the 127 responses to Ofsted's parents' survey, Parent View, and 67 responses to the free-text service.
- The inspector considered 17 responses to the staff questionnaire and 20 responses to the pupil questionnaire.
- Various school documents were scrutinised, including the school's self-evaluation and school development plan, records of monitoring, reports to governors and minutes of meetings. Information about pupils' progress, behaviour, attendance and safety were also analysed and discussed with leaders.
- Documents relating to safeguarding were checked and an inspector looked at published information on the school's website.

Inspection team

Nicola Harwood, lead inspector	Her Majesty's Inspector
Richard Sutton	Ofsted Inspector
Barry Yeardsley	Ofsted Inspector

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