

Inspection of a good school: Thomas Jolyffe Primary School

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

Inspection dates:

23 and 24 April 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Thomas Jolyffe Primary School is determined for all pupils to succeed. Since the previous inspection, many changes have been made. The school has a new headteacher and leadership team. They are making much-needed changes, which reflect demonstrable progress. However, there is still a great deal of work to be done.

The school has prioritised the development of the curriculum to promote high expectations for all pupils. These actions are beginning to make a difference. It is still early days though. The curriculum does not yet support pupils to build their knowledge well enough across some subjects. The curriculum for these subjects is currently being rewritten.

Staff invest in pupils to build positive relationships with them. This helps pupils to learn in a nurturing and inclusive environment. The school is working hard to improve behaviour. However, a small minority of pupils with special educational needs and/or disabilities (SEND) who have behavioural needs struggle to engage in their learning.

Personal development is a strength. The school provides opportunities to enrich pupils' experiences. These include a variety of clubs, trips and visitors. Pupils value participating in sporting competitions, such as cross country, football and netball. They also take on positions of responsibility, including school councillors and inclusion champions. Pupils value the leadership skills that they are developing.

What does the school do well and what does it need to do better?

The school knows what it needs to do to bring about improvement. It has prioritised improving the curriculum and supporting pupils with behaviour needs. It has made a positive start. However, some changes are in their early stages and have yet to have an impact. Nonetheless, the school is making headway.

The curriculum offer is broad and ambitious. In some subjects, such as mathematics, the school has identified precisely the knowledge that pupils should learn. However, in some other subjects the school has not identified the knowledge, skills and vocabulary that pupils should learn. This means that teachers are not always clear about what to teach and when. Furthermore, as the content of learning is not clear, teachers cannot check what pupils know and remember effectively. Teachers therefore do not always recognise and address gaps in pupils' learning. Some pupils do not achieve as well as they should in some subjects.

There is a well-sequenced phonics curriculum. Children start to learn phonics as soon as they enter the Reception class. Most pupils read books that match the sounds that they know. However, the way in which phonics is delivered is not supporting pupils of different abilities well enough. This means that some pupils do not learn to read the phonics code as well or as quickly as they could. By the end of Year 2 not enough pupils are fluent in reading as they should be.

The school is keen for pupils to develop a love of reading. This starts in the early years, where children enjoy listening to stories. The school has identified a range of high-quality books to support pupils to read a broad range of literature. Pupils are familiar with a range of authors. Recently, the school has had a new library. The pupils are very proud of it and say, 'It is a reading wonderland. It is like walking into another world.'

Pupils with SEND are identified at an early stage. Teachers adapt learning to help pupils with SEND learn the curriculum. The school has worked on improving provision to help these pupils catch up. The school has developed an inclusive environment, where all pupils participate in every aspect of school life. On the whole, there is a calm and orderly environment in school. Pupils are generally polite and well mannered. However, a minority of pupils with SEND who have behavioural needs are not well supported. These pupils do not achieve as well as their peers. On occasions, their behaviour has a negative impact on the learning of other pupils.

The school provides a range of opportunities to develop pupils' knowledge of the wider world. Through assemblies, trips and enrichment days, pupils learn about the wider world and diversity. These include whole-school theatre trips, visits from a therapy dog and a residential in Year 6. The school holds special weeks, such as 'Parliament week', 'astro camp' and 'money sense'. Pupils contribute to the life of the school. They work with staff and look very closely at where improvements can be made. This includes fundraising for play equipment outside and having school guinea pigs for pupils to look after and care for.

There is a strong team spirit within the staff. They value the support of colleagues to teach the curriculum. Governors know the school well. They understand the school's priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is at various stages of development. In some subjects, the school has not precisely identified the important knowledge that pupils need to learn and remember. As a result, pupils are not learning all the important facts and skills they should. The school should ensure that in all subjects, they identify the knowledge, skills and vocabulary that pupils need to learn and when.
- Assessment is not used effectively in some subjects. This means that teaching does not consistently address gaps in pupils' learning. The school should ensure that assessment is used effectively to support curriculum design and delivery, so that pupils develop a secure understanding of the subjects they learn.
- There are inconsistencies in the way the phonics programme is delivered. As a result, pupils do not learn the phonics code as rapidly as they could. The school should ensure that all teachers have the necessary skills to support pupils in their phonics learning over time.
- The school does not meet the needs of a minority of pupils with SEND who struggle to manage their behaviour. This means that these pupils do not make the progress they should. The school should ensure that staff have the strategies they need to support these pupils to reach their full potential.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125525
Local authority	Warwickshire
Inspection number	10322789
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	364
Appropriate authority	The governing body
Chair of governing body	Kirstin Greygoose
Headteacher	Philippa Liversidge
Website	www.thomasjolyffe.warwickshire.sch.uk
Dates of previous inspection	4 and 5 December 2018, under section 5 of the Education Act 2005

Information about this school

- There have been significant changes to the staff and the leadership of this school since the last inspection. The headteacher took up post in September 2023 and the deputy headteacher and assistant headteacher took up their posts in January 2024.
- The school uses one alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector held meetings with the headteacher, deputy headteacher, SENDCo and other leaders.
- The inspector met with governors, representatives from the local authority and an external consultant to the school.

- The inspector carried out deep dives in early reading, mathematics and music. Inspection activities in these deep dives included looking at samples of pupils' work, lesson visits, meetings with subject leaders, and discussions with staff and pupils. The inspector also observed pupils reading and discussed the curriculum in some other subjects.
- The inspector observed pupils' behaviour in lessons, around school and at breaktimes. Pupils were asked about their views of the school, their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the Ofsted Parent View online survey. The inspector also considered the responses to the survey for staff.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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