



# Jeffries Primary and Nursery School

## Inspection Report

**Unique Reference Number** 122724  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292487  
**Inspection dates** 10–11 October 2006  
**Reporting inspector** Martin Newell

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

<b>Type of school</b>	Primary	<b>School address</b>	Vernon Road
<b>School category</b>	Community		Kirkby-in-Ashfield,
<b>Age range of pupils</b>	3–11		Kirkby-in-Ashfield
			Nottingham,
			Nottinghamshire NG17 8EE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623 460274
<b>Number on roll (school)</b>	256	<b>Fax number</b>	01623 460275
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Oliver Dodd
		<b>Headteacher</b>	Miss Lesley Bowmar
<b>Date of previous school inspection</b>	9 July 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	10–11 October 2006	292487

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average sized primary school serving the Kirby-in-Ashfield community. The proportion of pupils eligible for free school meals and of pupils with learning difficulties and disabilities are a little above the national average. The percentage of pupils with a statement of special educational needs is below the national average. Almost all pupils are from White British backgrounds and of the small number of pupils from minority ethnic backgrounds, none are at an early stage of acquiring English. The school has 'Healthy Schools' accreditation.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school and the inspection endorses the school's judgement of its own effectiveness. Attainment when children start school is below average, and a high number of children have poor communication skills. The stimulating provision in the Foundation Stage means that children make at least satisfactory progress, although standards remain below expectations by the end of Reception. The picture between Year 1 and Year 6 is more complex. In the past, the standards that pupils have reached by the time they leave school have not been good enough because not all pupils have achieved as well as they could. This is because of a significant number of changes in staffing and some inadequacies in teaching and assessment. Although there is still work to be done, the picture now is more positive. The staffing situation is now more stable and all staff are working together with a determination to improve pupils' progress. Teaching is now satisfactory and pupils make adequate progress. The attainment of pupils in Year 2 and Year 6 is now near the average. Teaching is at its best when lessons are packed full of pace, keep the pupils on their toes and expectations are high. Although increasing, the number of such lessons is not yet high enough. The school puts a lot of time and effort into assessing how well pupils are doing and pupils have a good grasp of the level at which they are working. However, the school's target-setting procedures and the marking of pupils' work are not yet having the desired effect on pupils' achievement. This is because pupils are not always clear about how to improve and targets are not always challenging enough. The personal development of pupils is good and a real strength of the school. Pupils thoroughly enjoy school, behave well and make a telling contribution to the life of the school and community. They talk knowledgeably about what is needed to stay safe and healthy. Pupils feel that they have a voice that is listened to and are quick to point out, 'Bullying doesn't happen in our school.' The satisfactory curriculum that the school offers is enhanced by a good range of enrichment opportunities that add much to pupils' enjoyment of school. Statutory arrangements for safeguarding pupils are inadequate. Other aspects for caring for pupils and the levels of personal support are good. The leadership and management of the school at all levels are satisfactory. The headteacher, staff and governors are determined and focused on moving the school forward. The school's self-evaluation accurately flags up the need for more robust procedures to further improve teaching, assessment and the tracking of pupils' progress, with the aim of enabling all pupils to achieve well. Senior staff are not yet sufficiently involved in monitoring these aspects but the school acknowledges this is a next step. The vast majority of parents speak well of the school and are supportive and appreciative of its work. The school provides satisfactory value for money. Despite the school's overall effectiveness being satisfactory, the school's performance in respect of meeting the statutory requirements regarding the safeguarding of pupils is inadequate. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days notice of such a visit.

## **What the school should do to improve further**

- As a matter of urgency, ensure that the school complies fully with statutory requirements for the safeguarding of pupils. - Increase the amount of good or better teaching to enable all pupils to achieve well. - Improve assessment by ensuring that challenging targets are set for all pupils, their progress is carefully tracked and marking clearly outlines what pupils need to do to improve. - Ensure the senior management team and subject leaders rigorously monitor the quality of teaching and analyse data with the aim of promoting good standards and achievement.

## **Achievement and standards**

### **Grade: 3**

Attainment when children start at the school is below average with children's communication skills well below average. Children make satisfactory or, at times, good progress during their time in the Foundation Stage, although standards overall remain below average by the time children start in Year 1. Pupils make satisfactory progress in Years 1 and 2 although, at times, the stronger teaching in Year 2 accelerates the rate of pupils' learning. Assessment records show that attainment by the end of Year 2 has been below the national average over time. There are now clear signs of improvement and in the present Year 2 cohort their attainment is closer to the national average. National test and assessment data show that, over time, pupils' progress between Years 3 to 6 has not been good enough because standards have been significantly below average. Considerable staff turbulence has contributed much to this but inadequacies in teaching and assessment have also played their part. The satisfactory or, in some year groups, good teaching is now having a positive effect on pupils' achievement and progress which are currently satisfactory. Attainment is currently close to the national average in Year 6. However, there is not yet enough good or better teaching, sufficiently robust assessment or challenging targets set to raise standards further.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good and a strength of the school. Most pupils behave well and they feel safe from bullying and discrimination and have confidence in the support available if they feel at risk. Pupils have good attitudes to learning and many say that they like much about their time at school. Pupils' spiritual, moral, social and cultural development is also good. Pupils have a good understanding of their rights and responsibilities and show concern for others in school. Their awareness of cultures other than their own is patchy. Pupils believe strongly that the school listens to their views, which are taken seriously. Pupils have a good understanding of what is needed to stay fit, healthy and safe. This is helped by the good time allocation for physical education, organised and active playtimes and healthy options for lunch and snacks. Pupils are developing a satisfactory range of skills and qualities that will equip them effectively for their future economic well-being. There is good use of thinking skills

throughout the school in work and for resolving any conflict logically and rationally. Attendance is below average despite the school's continuous and concerted efforts to improve it.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Most lessons are characterised by good relationships and effective behaviour management. Teaching is readily building up pupils' self-esteem. The best teaching, for example for some of the younger and oldest pupils in school, brings an added spark because it asks a lot of pupils, uses a range of learning strategies and motivates and enthuses pupils in equal measure. However, not all teaching ensures that work is closely and consistently matched to the individual needs of pupils. In addition, expectations for the quality and quantity of work pupils produce are not always high enough. Assessment is satisfactory. The school collates a good deal of information about pupils' progress but the weakness is that it is not used rigorously enough to plan future work or help pupils reach higher levels. While marking is satisfactory, it is not used consistently in making clear what pupils need to do to improve.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. Pupils' literacy, numeracy and computer skills are developed in a satisfactory manner but are not put to the test enough across different subjects. The Foundation Stage provides children with a good variety of well planned learning experiences, although children's poor communication skills at times hinder their progress. Pupils with learning difficulties and disabilities benefit from appropriate levels of support but, at times, the provision for the more able pupils lacks challenge. The school goes the extra mile to provide pupils with a good range of enrichment opportunities through trips out, visitors, teaching of a foreign language and after-school clubs, which include sport, art and computers. The school is successful at promoting pupils' awareness of healthy lifestyles, dangers of drug abuse, how to be safe and what it means to be a part of a community.

### **Care, guidance and support**

#### **Grade: 4**

The school provides inadequate care because it fails to comply with the statutory requirements for safeguarding pupils. Other procedures, for child protection, looked-after children, catering for medical conditions and for health and safety, are good. The school provides a caring learning environment, and support and guidance for personal development is good. Pupils with learning difficulties are effectively supported and make satisfactory progress. Induction arrangements, for pupils of

differing ages that are new to the school, are good and help them to settle quickly and happily. The procedures for ensuring and monitoring pupils' academic progress are not robust enough. This is because targets set are not challenging enough. A strength, however, is the good awareness pupils have of their targets and the levels they are working towards.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher manages the day-to-day life of the school in an effective manner and has led the school through a turbulent time of staff turnover and instability. During this time the school has not been able to drive through improvements at the pace it would have liked. However, there is now a far more settled staffing situation and all staff share the headteacher's enthusiasm and determination to improve pupils' standards and achievement as a matter of urgency. Monitoring of teaching and analysis of test and assessment data is satisfactory. However, senior managers and subject leaders do not yet take an active enough role in making these procedures more rigorous in order to raise standards. The school's self-evaluation is honest, frank and correctly identifies the areas that need to be tackled if the school is to move forward. Governance is satisfactory. Governors, particularly the chair, are supportive and committed to the school but not all play an active enough role in monitoring the work and performance of the school. The school has made satisfactory improvement since the last inspection and its capacity for further improvement is also satisfactory.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
-------------------------------------------------------------------------------------------------------	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

12 October 2006 Dear Children Jeffries Primary and Nursery School, Vernon Road, Kirkby-in-Ashfield, Nottingham, Nottinghamshire, NG17 8EE You may remember that we visited your school not too long ago. This letter is to tell you what we found out. We enjoyed our visit and need to say a big thank you for making us feel so welcome. It was a pleasure and privilege to meet you. We managed to talk to lots of you and it was good to hear how much you enjoy school, the after-school clubs and the visits. You told us that bullying is not a problem and that there is always someone to talk to if you are worried about anything. There have been times when the school was not always doing as well as it could. However, we found that it is now 'on the up' again. Teaching and learning are becoming stronger and Miss Bowmar and all the staff and governors are determined that the school will improve. The staff go out of their way to provide a good range of trips, visitors to school and after school clubs. The school is good in the way that it helps you to keep fit and healthy and to give you a real voice through the school council. Another strength of the school is you! Your good behaviour, enthusiasm and readiness to take responsibilities are just some examples. You add much to the life of the school. Well done! We have talked to your teachers about how they can help make the school better. Your teachers are going to further improve teaching and set you challenging targets that you can reach. They are also going to check more closely that you are always achieving as well as you could and that you are always safe in school. Miss Bowmar and all the staff and governors want the school to continue to improve. Having met you, we are sure you will play your part as well and we wish you every success for the future. Martin Newell Lead inspector