

# Thomas Jolyffe Primary School

## Inspection report

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<b>Unique Reference Number</b>	125525
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	328350
<b>Inspection dates</b>	4–5 February 2009
<b>Reporting inspector</b>	Usha Devi HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	344
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Turner
<b>Headteacher</b>	Michael Parkhouse
<b>Date of previous school inspection</b>	1 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Clopton Road Stratford-upon-Avon CV37 6TE
<b>Telephone number</b>	01789 267015
<b>Fax number</b>	01789 267015

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Thomas Jolyffe is a larger-than-average primary school situated in a residential area to the north of Stratford-upon-Avon. The majority of pupils are White British with the remainder from different minority ethnic groups. The proportion of pupils whose first language is believed not to be English and those eligible for free school meals is below the national average. Since the last inspection, the percentage of pupils on the school's register of special educational needs has increased and is now above the national average. The Early Years Foundation stage comprises two Reception classes. There is a privately run nursery on the school site. This facility was separately inspected. The school has received the Silver Eco Award, Active Mark and Healthy Schools Status in recognition of its work.

Since the previous inspection in 2006, there have been four headteachers or acting headteachers. Governors appointed a new deputy headteacher in April 2007. During the 2008 autumn term, the deputy headteacher was absent and a seconded headteacher and deputy headteacher joined the school for the first half term. In the second half term, the seconded deputy headteacher became acting headteacher and governors appointed an acting deputy headteacher. The current acting headteacher joined the school in January 2009. The governors have appointed a new headteacher who is expected to join the school this April. A new chair of governors was appointed in July 2008. Since 2006, governors have appointed seven new classroom teachers. After two years of high turnover, staffing has now stabilised.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Thomas Jolyffe is an improving school and its overall effectiveness is satisfactory. Participation in an Intensifying Support Programme has led to improvements in pupils' progress. Following the last inspection, the school went through two years of significant changes in staffing and leadership. This led to inconsistent practice and uneven rates of progress with pupils making less progress than they should. With good support from the local authority, the school has recently improved its provision and introduced a whole-school system for monitoring pupils' achievement. As a consequence, pupils are now making better progress. Inspection evidence shows that children enter the school with performance levels that are in line with those expected for their age. They make satisfactory progress and begin Year 1 with average levels of attainment. Achievement in Key Stages 1 and 2 is satisfactory. There are variations between subjects. Progress in writing, although improved, is not as fast as in reading and mathematics. The satisfactory curriculum does not provide pupils with sufficient opportunities to develop and apply their writing skills. By the time pupils leave the school, standards in reading and mathematics are average. Standards in writing are below average.

The collective leadership and management of the school are satisfactory. The recently appointed acting headteacher has worked effectively with the deputy headteacher to review the school's performance. Their self-evaluation of the school's performance is accurate and correctly identifies strengths and priority areas for development. As a result of effective support from the local authority, the roles of subject leaders, including the Early Years Foundation Stage coordinator, are developing satisfactorily. The acting headteacher has correctly recognised that they will need further support with monitoring performance in their areas of responsibility so that they are better able to contribute to school improvement and self-evaluation. The school has a sound capacity to improve further.

The pupils' personal development and well-being are satisfactory, as are the care, guidance and support they receive. The majority of parents who responded to the parental questionnaire agree that their children are well looked after by the school. However, a small minority of parents raised concerns about pupils' behaviour. Some of the older pupils in the school share this worry. Although the majority of pupils are well behaved and responsible, there are a few pupils who do disrupt lessons and behave inappropriately in the playground. The senior teachers and governors are aware of this and are working with a range of external agencies in order to gain additional targeted support for the pupils' specific needs. In the meantime, staff are working with these pupils on an individual basis during part of the school day.

The quality of teaching and learning is satisfactory and some is good. Pupils achieve particularly well when activities provide a suitable level of challenge and give them the opportunity to investigate and apply their learning in interesting contexts. In contrast, the rate of progress slows when pupils spend too long listening to teachers during introductions of lessons without being actively involved. In too many lessons, the tasks are not always well matched to the different ability needs, and particularly for the more able. As a result, progress is satisfactory rather than good.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children start in the Reception classes with levels of development that are expected for their age, particularly in their social skills. They make satisfactory progress in the Reception Year. Most make good progress in learning the sounds of letters. However, teachers do not always provide the children, and especially the more able, with enough opportunities to transfer these skills to their writing. Children listen well, and when encouraged to do so, they enjoy speaking to and collaborating with each other. The quality of teaching is satisfactory. Children respond with enthusiasm when staff use a range of questions to encourage them to explain what they are learning and they have the chance to initiate new activities and take part in practical activities. Staff expectations of the children's ability to work independently are inconsistent. As a result, children often remain too long on one activity and they become restless when they are expected to remain passive for too long. With effective support from local authority consultants, staff have improved the outdoor play area and rearranged the indoor environment. These have extended opportunities for work and constructive play. Children play and cooperate amicably in a safe and secure environment. Links with parents are satisfactory. Leadership of the Early Years Foundation Stage is satisfactory. Systems for tracking children's progress are sound. Although staff are observing and evaluating children's learning, they do not always use this information to make sure that children are engaged, challenged and helped to reach the standards of which they are capable.

### What the school should do to improve further

- Increase the rate of progress for all pupils, especially in writing by increasing the opportunities pupils have to write in other subjects.
- Improve the quality of teaching and learning by ensuring activities are better matched to pupils' different learning needs, particularly the more able pupils.
- Further develop the roles of subject coordinators, including the Early Years Foundation Stage coordinator, so that they are better able to contribute to school improvement and self-evaluation.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils, including those with learning difficulties and/or disabilities, make satisfactory progress in Years 1 to 6. With valuable support from local authority advisors and consultants, progress has been particularly accelerated in reading and mathematics. This is due to improvements in monitoring pupils' performance and a whole-school focus on linking sounds and letters and mental mathematical strategies. These strategies have enabled pupils to catch up on lost ground caused by disruptions with staffing. The school has rightly prioritised writing as an area that still requires further improvement. The provisional Year 6 test results indicate that overall standards were in line with the national average and the majority of pupils reached the levels expected for their age in English, mathematics and science.

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

### **Grade: 3**

School assemblies and the curriculum ensure pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of healthy living and are particularly enthusiastic about the activities that take place during Health Week. Pupils enjoy school, as reflected in their good attendance. Nevertheless, in lessons, they sometimes lose interest because they spend too long listening to lesson introductions or their work is either too easy or too difficult. Most pupils are developing into mature young citizens who adopt safe practices and care for and help each other in a range of different situations. However, there is a small minority who do behave inappropriately. Pupils make a satisfactory contribution to the community through their involvement in charities, such as Operation Christmas Child. Older pupils take responsibility to act as 'buddies' to younger ones. Pupils' satisfactory progress in literacy and numeracy skills help them to prepare adequately for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and improving. Examples of good practice include activities which ensure the level of challenge is exactly right for the different learning needs in the class and practical and interesting activities which motivate pupils and encourage them to do their best. Pupils make satisfactory rather than good progress because activities for the pupils are not always well matched to their different abilities. Activities for the more able pupils, for instance, often lack challenge and this limits the progress they make. Progress slows when pupils spend too long sitting passively in lessons. As a result, they become restless. Teaching assistants provide effective support when they work with individual or groups of pupils. However, in too many lessons they are not well deployed, particularly during lesson introductions.

### **Curriculum and other activities**

#### **Grade: 3**

Provision for numeracy, literacy, and information and communication technology is satisfactory. The curriculum has recently been restructured around key topics so that there are greater links between subjects. While this has increased the opportunities pupils have to write, staff do not always emphasise the importance of sentence structure, spelling and the correct use of grammar. As a consequence, standards in writing are not as high as in reading and mathematics. Curriculum enrichment is good. There is a wide range of enthusiastically supported sporting and health-related activities which include a girls' football team which has won its place at the top of the county championships. There are numerous clubs and music and dramatic performing groups. Pupils benefit from many off-site visits in the region, ranging from the local sewerage works, to collaborating with the Royal Shakespeare Company on a young people's production of *The Merchant of Venice*.

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

#### **Grade: 3**

Appropriate procedures to safeguard pupils are in place. Suitable risk assessments are carried out of the premises and for off-site visits. Although a small minority of parents and some older

pupils reported concerns, bullying incidents, where they occur, are dealt with rapidly by staff. The school environment provides a generally orderly setting in which most pupils feel safe. Suitable links with other agencies ensure those with learning difficulties and/or disabilities receive an appropriate level of support. This enables them to achieve as well as their peers. Academic guidance is satisfactory. Although all pupils have individual targets, the targets for the more able are not sufficiently challenging. Teachers' marking is satisfactory. Pupils do not always receive specific advice to help them understand how well they are doing and what they should do to achieve their learning targets.

## **Leadership and management**

### **Grade: 3**

The acting headteacher is well supported by staff and governors. They share his determination to raise achievement. His feedback to staff following monitoring activities is precise and provides staff with the guidance they need to accelerate progress. The deputy headteacher is using assessment information well to identify those who are underachieving so that they can be provided with appropriate support. The school improvement plan accurately identifies the school's most pressing priorities. However, it does not always make clear how information about pupils' progress will be used to evaluate the impact of actions. Subject leaders are developing their roles within the school but have yet to be fully involved in monitoring and self-evaluation. Governors have a secure understanding of the school's strengths and weaknesses. They are increasingly holding the school to account for the progress made by pupils. The school has taken effective action to engage with the local and wider community. For instance, the school introduced a translation service following an analysis of the language needs of the local community. Although the school evaluates its contribution to community cohesion, this information is not yet used to inform long-term planning.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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 learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## 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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

6 February 2009

Dear Children

Inspection of Thomas Jolyffe Primary School, Stratford-upon-Avon, CV37 6TE

Thank you for the friendly welcome you gave us when we visited your school recently. We enjoyed talking to you about your work, looking at your work and visiting your lessons. We would like to say a special thank you to all the children who came to see us. We enjoyed hearing how proud you were of the girls' football team which won a place at the top of the county championships.

We decided that Thomas Jolyffe is a satisfactory school with some good features. These are the things we liked the most.

- You enjoy taking part in the wide range of after-school activities and visits. I wish we had seen your production of *The Merchant of Venice*.
- The headteacher, staff and governors are working hard to help you make even better progress.
- In lessons, you achieve well when teachers give you interesting and practical activities that are not too easy or too difficult.
- Your teachers and the adults that work with you encourage you to eat healthily and to take regular exercise. Your understanding of how to keep healthy is good.
- You enjoy the opportunities you have to raise money and take on responsibilities.

To enable your school to get better, we have asked your headteacher, teachers and governors to help you make faster progress, especially in writing. We have also asked your teachers to give you activities that will help you all to do your best, and particularly those of you who are capable of harder work. Finally, we have asked the teachers with responsibilities to keep a close check on how well you are doing and how well you are taught so that they can continue improving the school. We hope you will play your part by working as hard as you can.

Thank you once again to all the adults that work with you, the governors, the office staff and the caretaker for making us feel so welcome. We enjoyed the time we spent with you and wish you the very best for the future.

Usha Devi

Her Majesty's Inspector