

Jeffries Primary and Nursery School

Inspection report

Unique Reference Number	122724
Local Authority	Nottinghamshire
Inspection number	340201
Inspection dates	4–5 March 2010
Reporting inspector	Denise Morris

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Mr Oliver Dodd
Headteacher	Miss Helen Bent
Date of previous school inspection	10 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at teaching and learning. The inspection team saw 12 lessons and observed all the teachers. Meetings were held with leaders, governors, staff and pupils. Inspectors observed the school's work, and looked at the pupils' work, school planning documents, procedures for keeping pupils safe, the school development plan and recent local authority reports. The inspection team received 50 questionnaires from parents. Pupils in Years 3 to 6 also completed a questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of different groups of pupils, including boys and more-able pupils
- how well assessment is used to help pupils make progress
- whether teaching and learning are good enough to improve pupils' progress.

Information about the school

This is an average sized primary school. Almost all of the pupils are White British. A few are from minority ethnic backgrounds and none is at the early stages of speaking English. The proportion of pupils with special educational needs and/or disabilities, mainly moderate learning difficulties, physical difficulties or autistic spectrum disorders, is above average. The percentage of pupils known to be eligible for free school meals is significantly above the national average. The school has acquired Healthy School status. There is Early Years Foundation Stage provision for children from the age of three and the school also provides a breakfast club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector of schools is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Jeffries Primary and Nursery School was judged to be satisfactory at the time of the last inspection. It is now providing an inadequate level of education for its pupils. Since the last inspection, leaders have focused on raising pupils' attainment but the actions taken have not led to any significant improvement. Turbulence in staffing, and classes that have been taught by a succession of temporary teachers, along with several years of underachievement have been barriers to improvement. Consequently, pupils' attainment is low by the end of Year 6. Pupils with special educational needs and/or disabilities and those from minority ethnic backgrounds, make inadequate progress in their academic work. Leaders have not taken effective steps to address the areas for improvement identified in the previous report. Standards are too low in English, mathematics and science. In English, for example, standards have fallen over the past two years. The quality of teaching is inconsistent because there are too many changes of staff in most classes. Teaching has not been consistently good enough to sufficiently improve pupils' progress. Teachers do not make enough use of the school's assessment system to identify how well pupils are doing; this further compounds the levels of underachievement. A new creative approach to the curriculum is beginning to provide good enrichment for pupils and new assessment and tracking systems have recently been introduced. These new initiatives are helping leaders to have high aspirations but they have not been securely embedded in practice to accelerate the rate of progress. Consequently, the impact on pupils' achievements is only just emerging and is too fragile to be secure. Pupils do not all know their targets and many are not aware of how well they are doing.

Children get a satisfactory start in the Early Years Foundation Stage. They benefit from spacious accommodation and an exciting outdoor environment but do not always have enough opportunities to make choices or initiate their own learning. Pupils across the school are polite and helpful. Their behaviour in and around the school is good, reflecting positive moral and social development. Pupils benefit from good quality care, guidance and support for their personal needs. They say that there is always someone they can talk to. The quality of safeguarding is robust and child protection procedures meet requirements.

The school's overall evaluation of its performance is inaccurate and judgements are

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more positive than the inspection findings. Although the accommodation is well presented, with bright and welcoming displays of pupils' work, leaders have been ineffective in creating a shared vision for improvement and in ensuring that teaching improves. Governors recognise that standards are too low but have struggled to appoint appropriate staff to take the school forward. They support the school fully but are not regularly involved in challenging leaders about their decisions or holding the school to account. For these reasons, the school is not demonstrating the capacity to sustain improvement.

What does the school need to do to improve further?

- Raise standards in English, mathematics and science across the school by:
 - improving the quality of teaching and learning in all classes
 - embedding the new assessment system fully across the school so that there is a clear view of each pupil's progress
 - setting aspirational but realistic targets for all groups of pupils and ensuring that they all know and understand their targets and how to improve their work
 - monitoring the impact of new initiatives to ensure that pupils in all classes make better than satisfactory progress.
- Improve governors' roles in challenging the school by:
 - involving them more fully in decision-making
 - providing support and training so that all governors understand what is expected of pupils
 - ensuring that they understand the importance of holding the school to account.
- Develop the curriculum for the Early Years Foundation Stage so that children are able to make more choices about their learning.

Outcomes for individuals and groups of pupils**4**

Pupils start in Year 1 with below average standards. They make adequate progress in Years 1 and 2, entering Year 3 with standards still below average in English, mathematics and science. They make too few gains in learning across Years 3 to 6. Although pupils catch up in Years 5 and 6, the legacy of past underachievement means that standards are still very low in English by the time pupils leave the school in Year 6. Standards have declined over the past three years, particularly in English, and pupils make insufficient progress in relation to their starting points. Progress in lessons is too slow because there is too little good or better teaching. Additionally, expectations of what pupils can achieve are also not high enough. All pupils make similar progress. Pupils' abilities are not regularly assessed or analysed carefully enough because of the high staff turnover in many classes. More-able pupils do not regularly achieve their potential. This is because they are not sufficiently challenged in some lessons. As a result, too few pupils attain the higher levels. Pupils do not all know what their targets

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are or how they can improve their work. Progress in information and communication technology (ICT) is good and pupils really enjoy using the good computer suite.

Pupils say that they enjoy school and most attend regularly. Behaviour is good in most lessons although, in their questionnaires, a few pupils said that not all behaviour is good enough. Personal targets for pupils with special educational needs and/or disabilities are effectively monitored helping them to improve their personal development and their behaviour and attitudes. Pupils say they feel safe at school and are confident of where to get help and advice. Through personal, social and health education (PSHE) lessons, they learn and understand about the importance of staying safe and keeping fit and healthy. They join in with sporting activities with enthusiasm and regularly choose healthy food at lunchtimes. Many pupils have jobs around the school, such as acting as peer mediators, play pals or lunchtime helpers. The school council has a real voice in any changes that are being made. For example, it has been instrumental in improving playground provision and designing playground equipment. Links with the local community are good and pupils regularly raise money for charity. They support local elderly people, attend church festivals and work with the allotment association to improve their understanding of growing healthy foods. They have an appropriate awareness of other cultures through joining in with different celebrations. For example, they recently celebrated Chinese New Year by making artefacts such as Chinese lanterns and learning about the culture and beliefs of the Chinese people. However, because of their low attainment, pupils are not prepared well enough for their futures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	4
	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching and learning is too variable. There are examples of good practice where pupils make good gains in learning and where they are motivated to do well. However, teaching is not strong enough across the school and pupils have been unable to close the gaps in their learning. Management of pupils is inconsistent and, as a result, pupils do not always listen carefully or develop the skills needed to take part fully in lessons. For example, pupils are often required to sit for too long on the carpet, leaving very little time for them to complete their work. Marking, particularly in Year 6, includes some detailed and thorough guidance but practice across the school is too inconsistent and many pupils are unsure of how well they are doing or how they can improve. Not all teachers make effective use of the school's new assessment system and, as a result, targets are not used effectively to raise standards. Targets are sometimes unrealistic and not all pupils are able to achieve them.

The curriculum has many strengths. It has been especially well adapted to encourage boys' learning and motivate pupils. However, many initiatives are relatively new and the impact on standards has yet to be fully realised. Recent work to develop a creative approach to the curriculum has resulted in some exciting experiences which pupils value. For example, in Year 6, pupils' use of ICT to undertake research about the artist William Morris helped them to develop their research skills and learn new knowledge about life in Victorian times. Cross-curricular links are developing well. This is evident in the way that some teachers are helping pupils to extend their research skills, improve their writing and develop note-taking skills through subjects such as history and geography. The personal, social and health education as well as the physical education activities are effective in helping pupils to learn about keeping safe and healthy. The curriculum helps teachers to plan activities to support boys' learning but is limited in aiding planning for the more-able pupils.

The school provides good personal care for pupils. Leaders are always available for pupils to talk to and keep them safe. The appointment of a Community Liaison Officer has led to families becoming more successfully involved in their children's learning. Effective links with external support agencies have improved attendance and enabled the school to identify those pupils who require support for their special educational or language needs. Pupils' individual education plans ensure that these pupils and their parents are clear about what they need to do next. Links with neighbouring schools are developing well and ensure that pupils are confident about transition arrangements. The breakfast club is well attended and pupils say they enjoy coming to it and that the food is good.

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These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers know that the school requires improvement. They recognise that teaching has not been strong enough and have been working diligently to improve it. They have begun to work in partnership with two local schools to improve teaching and raise standards. Nevertheless, actions taken so far have not yet brought about the required improvements. Too many staff changes in recent years have had a detrimental impact on pupils' overall progress. The assessment system has not been effectively embedded, resulting in inconsistent practice across the school and unrealistic expectations of many pupils.

The school's satisfactory commitment to community cohesion is reflected in the improving quality of pupils' personal development and their increasing understanding of other cultures. Leaders are committed to equal opportunities and to eliminating discrimination, but too many groups of pupils are not achieving as well as they could. Supportive links with the local authority have not resulted in the necessary improvements. The governing body is fully aware of its responsibilities and rigorously ensures that safeguarding procedures, including child protection procedures are good. However, it has not been effective in challenging leaders so that weaknesses are tackled decisively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enjoy coming to the Nursery and Reception classes and settle quickly. They make satisfactory gains in learning in both classes during their time in the Early Years Foundation Stage. They benefit from at least satisfactory teaching and support and a wide range of activities that meet their needs and abilities. Nursery children enjoy the outdoor area very much. They play together well and quickly learn to take turns. They engage fully with the resources and with adults. Children in the Reception class take on simple responsibilities for tidying up. They showed that they have learned about shapes as they drew squares and rectangles accurately and identified triangles and circles in the playground. They join in with activities to improve their understanding of letters and sounds with enthusiasm and many are beginning to recognise initial letters to simple words. They follow instructions well but do not have enough opportunities to choose and plan their own activities. This limits their decision-making and independence skills. Leadership of the Early Years Foundation Stage is satisfactory. Children's achievements are recorded regularly but there are a few missed opportunities to record their language development. The curriculum does not yet fully match the ages and abilities of the children because it does not encourage them to initiate their own learning. There are good examples of children celebrating a range of different cultures and improving their understanding of healthy lifestyles as they eat fruit regularly and take plenty of exercise.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents are supportive of the school although some have a few reservations about the quality of their child's learning. All parents who responded to the questionnaires feel that their children are safe and that the school takes good care of them. Most said that their children enjoy school. 'The school really feels that they care and that every child is an asset,' wrote one parent. A few parents do not feel that their children are making enough progress. Others are unhappy about the high level of staff changes. 'I

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sometimes feel they don't push my child enough to achieve his full potential,' commented one parent. 'My child's class has had a lot of interruptions due to staffing,' wrote another. Inspection evidence found that the high level of staff changes has had a negative impact on children's progress and that more-able children do not always reach their potential.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jeffries Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	50	22	44	2	4	0	0
The school keeps my child safe	30	60	20	40	0	0	0	0
The school informs me about my child's progress	21	42	22	44	6	12	0	0
My child is making enough progress at this school	20	40	21	42	6	12	2	4
The teaching is good at this school	22	44	19	38	4	8	0	0
The school helps me to support my child's learning	20	40	23	46	6	12	0	0
The school helps my child to have a healthy lifestyle	16	32	30	60	6	12	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	34	20	40	3	6	0	0
The school meets my child's particular needs	18	36	24	48	6	12	0	0
The school deals effectively with unacceptable behaviour	20	40	23	46	6	12	0	0
The school takes account of my suggestions and concerns	16	32	24	48	6	12	1	2
The school is led and managed effectively	23	46	21	42	2	4	0	0
Overall, I am happy with my child's experience at this school	23	46	20	40	5	10	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 March 2010

Dear Pupils,

Inspection of Jeffries Primary and Nursery School, Kirkby-in-Ashfield, NG17 8EE

Thank you for your welcome when we visited your school recently and for the help you gave us. There are a number of good things about your school such as the teaching in some lessons, the way the school keeps you safe and your understanding of how to keep fit and eat healthily. We were especially pleased to see how well behaved you are.

We looked carefully at your school and found that it is not as good as it could be. We have decided that it needs special measures to help it improve. This means that your headteacher and staff will get extra help to improve your education. Inspectors will also come back to the school to check that it is getting better. We want you to reach higher standards so we have asked the school to do the following things:

- make sure you receive good teaching so that you do better in English, mathematics and science
- make sure that you all have targets that you can achieve
- make sure the children in the Nursery and Reception classes can make lots of choices about what they want to do
- make sure that the governors of your school look more carefully at everything that is going on.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead inspector

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