

# Bolnore Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	135607
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	360735
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Eileen Chadwick

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Bunting Thring
<b>Headteacher</b>	Sharon Allen
<b>Date of previous school inspection</b>	10 March 2011
<b>School address</b>	Updown Hill Bolnore Village, Haywards Heath West Sussex RH16 4GD
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons were visited and five teachers were observed. Inspectors held meetings with pupils, staff with key responsibilities and representatives of the governing body. Inspectors observed the school's work, evaluated documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress. Inspectors analysed 82 completed questionnaires from parents and carers and 15 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children in the Early Years Foundation Stage progress and the evenness of their attainment on entry to Year 1.
- Pupils' attainment in Year 2, especially in mathematics and how well they progress in Key Stage 1.
- The consistency of good teaching and learning across the school so that all learners make even progress, especially the more-able ones.
- The effectiveness of senior leaders in creating management systems to establish the school and secure year on year expansion and improvement.

## Information about the school

The school first opened in September 2009 and is smaller than the average sized primary school. It has four classes with pupils aged 4–7 years and will grow in size until it reaches its full capacity as an all-through primary in 2014. It opened in response to the local community's requests for a school for a large new private housing development. While most pupils are from the local community, a few come from further afield. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is average. The majority of these pupils have speech and language and/or physical difficulties or autism.

The proportion of pupils entering the school other than in the Early Years Foundation Stage is above average and the current Year 2 pupils also entered directly into this year group. The school was based in temporary accommodation for one year until the move to the newly built school in September 2010.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Bolnore Village Primary is a good school. The very good leadership of the headteacher and the drive and determination of the governing body have ensured the school has made a good start towards achieving its aims of providing a high quality education for all pupils, regardless of their initial starting points. Pupils thrive both academically and personally in a very well organised environment. A well-rounded education gives priority to developing basic skills, together with good opportunities for pupils to develop their creative, sporting and practical talents. Exceptionally good partnerships with parents and carers contribute to pupils' excellent feelings of personal safety and security as well as to their good learning. Parents and carers are delighted with the school and, as one comment stated, 'We are thrilled with how our child is getting on and couldn't have wished for a better start to primary education.' ♦

Pupils' achievement is good. Children get off to a good start in Reception, although fewer attain higher levels in reading than in problem-solving, reasoning and numeracy on entry to Year 1. Good progress continues in Key Stage 1 and pupils' attainment in Year 2 is above average in reading, writing and mathematics. The current Year 2 pupils entered directly into this year group and a minority of them had gaps in their basic skills. Good teaching is helping them make up lost ground. Excellent teaching of reading, with high involvement of parents and carers in helping their children at home, leads to rapid progress in this subject. The school has strong intervention procedures for helping pupils to 'catch up'. However, these are not yet as rigorous for more capable pupils in mathematics as in literacy and fewer Year 2 pupils attain higher levels in mathematics than do so in reading. Pupils with special educational needs and/or disabilities make good progress and those with speech and language difficulties make excellent progress in developing their speaking skills.

The focus on checking and developing teaching has led to much good teaching and learning, although lesson introductions are occasionally too hard for lower attaining pupils or too easy for more capable pupils. The stimulating curriculum provides a thorough structure for pupils to learn the basics but writing tasks in the broader curriculum do not always build securely on lower attaining pupils' reading and phonics (sounds and letters) skills. Pupils are very well cared for and kept very safe and, as a result, they behave well. Strong links with the community help to promote the school's family atmosphere and pupils' sense of belonging. Pupils develop a very good sense of responsibility for caring for their local environment through their Forest School work.

The arrangements for self-evaluation are good and have developed rapidly. This has ♦ led to the school having an accurate and honest view of its own performance. Leaders, together with staff and governors, systematically use the school-wide assessment systems

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to accurately measure pupils' progress to identify and tackle any gaps in their progress towards demanding targets. The school has identified the right priorities for moving forward and for expansion but the school development plan does not include enough attainment targets for higher attaining pupils. The school has come a long way in a short time and this shows it has a good capacity to improve. Members of the governing body make a good contribution to the school's future and are extremely well led by a knowledgeable Chairperson.

## What does the school need to do to improve further?

- Improve the evenness of pupils' attainment in reading and mathematics by:
  - increasing the proportion of pupils reaching higher levels in mathematics in Year 2 and of children attaining higher levels in reading at the end of Reception
  - providing more rigorous intervention procedures for mathematics by the end of April 2011
  - ensuring the school development plan shows clear targets for more-able pupils for every year group by the end of the spring term 2011.
- Improve the consistency of good teaching and pupils' good learning and progress by July 2011 by:
  - ensuring lesson introductions are not too long and that they consistently meet the needs of all abilities
  - ensuring lower attaining pupils are always given good opportunities for applying their reading and phonics skills when writing in other subjects.

## Outcomes for individuals and groups of pupils

2

Pupils really enjoy school and told inspectors they love school 'because our teachers make lessons fun'. This, combined with excellent relationships, provides a very positive framework for learning. On entry to the Early Years Foundation Stage, children's starting points are above those seen in most schools and this is built on through good learning in Reception and Year 1. Later entrants quickly adjust to the school so they do well, although assessments for Year 2 show twice as many pupils achieve higher levels in reading than do so in mathematics. Lesson observations and evaluation of pupils' tracking data and their work showed their learning is usually good, including in mathematics. ♦

Pupils with special educational needs and/or disabilities, for example those with autism and physical disabilities such as hearing impairment, make progress in line with their peers. They are well supported emotionally and physically so their individual needs are met and they successfully adapt to learning in class situations.

Pupils say they enjoy learning best when they are involved in practical and problem solving activities. This approach is often used successfully to prepare pupils for academic work, such as writing. For example, this was seen in a good Year 2 lesson which prepared pupils for writing stories about aliens for their topic on space. Through drama, pupils created alien scenes which brought a story to life and enabled them to generate their own ideas. When the images of their scenes were projected on to the interactive whiteboard, pupils discussed ideas, were all fully involved and had a wealth of imaginative ideas for

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writing introductions to their own stories. However, occasionally, lower attaining pupils are limited in their learning when writing activities do not draw precisely on their reading and phonics skills. ♦ ♦ ♦

Pupils are articulate, develop confidence and are responsible and very mature in the way they share ideas and explore problems in small teams. Their spiritual, moral, social and cultural development is good and of special note is pupils' respect for other cultures, religious beliefs and backgrounds. Very close links with a school in Kenya and regular opportunities to learn about different cultures through festivals such as the Chinese New Year enhance this. Pupils willingly and responsibly help in many ways, including in their duties as school councillors, helping the school to make some necessary decisions and supporting charities at home and abroad. They develop positive attitudes to health and the benefits of eating a balanced diet and thoroughly enjoy regular exercise, including outdoor activities such as skipping. Their good attendance and the extent to which they build and apply their basic skills prepare them well for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teachers manage their pupils well and use creative and exciting resources, including interactive technology, to engage and motivate pupils. Pupils respond well to the systematic attention given to teaching reading and phonics throughout the school.

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Assessment is used well to ensure pupils' work is well matched to their learning during group work. This was seen in a good mathematics lesson in Year 1 when more-able pupils had many opportunities to develop and use more advanced mental skills when solving number problems. Occasionally lesson introductions are overlong, which prevents pupils taking a more active part. Much is done to encourage pupils to consider how well they have worked and whether they have met their targets. Teaching assistants play an invaluable role in supporting those with special educational needs and/ or disabilities in class and when pupils are taken out for specialist support in small groups. However, occasionally teachers do not make sure close links are forged between reading and writing when lower attaining pupils write in the broader curriculum.

A worthwhile array of visits and visitors enliven the curriculum and there is a good range of extra-curricular activities, including sports. ♦ Good quality practical activities, for example in art, design and technology, are regularly used to bring academic learning alive, for example when Reception children designed and made houses as part of their project on homes. Partnership activities through the Bolnore Arts group and West Sussex Wildlife Trust as well as sports partnerships enrich learning experiences for pupils. The school is rightly extending its provision for more-able pupils, including the gifted and talented, and is beginning to forge links with secondary schools.

Good induction arrangements when pupils join help them to quickly settle and adults provide very strong support for the social and emotional development of all the pupils. The school works successfully to support and include pupils whose circumstances make them vulnerable. As a result, they fully participate in their own learning and the life of the school. Rigorous procedures for ensuring good attendance are beginning to impact for a small number of pupils whose poorer attendance was limiting their progress in school.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has communicated her clear vision to staff very well so that they are fully committed and keen to move the school forward in the best possible way. Together with the assistant headteacher, she has established very thorough systems and structures for managing the school. Senior leaders work closely together to maintain, improve and check provision. The rigorous systems for analysing and tracking pupils' attainment and progress involve all teaching staff. Professional development is used well to improve teaching and this has ensured new staff have fitted in well. Several middle leaders are new to their roles due to the school's year-on-year growth. Thorough systems, including coaching by senior

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staff, are quickly enabling them to play their full part in leading and improving their subjects.

Members of the governing body have worked tirelessly to help school leaders and managers to set the school up properly, including the smooth transition from temporary to permanent accommodation. They have a great deal of expertise between them and they are beginning to take responsibilities for subject areas. Governors play a full part in the strategic management of the school. They closely monitor each action point for improvement, although the lack of clear attainment targets for more-able pupils in Reception and Year 1 on the school development plan somewhat hampers this. Parents and carers are exceptionally well informed about their children's achievement and well-being and how they can help their children to achieve their best.

Safeguarding arrangements are good. These are prioritised and firmly established in policies, working practices and the ethos of the school. There are well-managed systems for child protection, health and safety across the school. This is affirmed by the high degree of endorsement from parents and carers in the questionnaires returned and pupils' unequivocal view that they feel safe. The school is vigilant in tackling discrimination and promotes equality of opportunity well and recognises that further work is required to develop the consistency of provision for more-able pupils. Community cohesion is developing well at all levels. The school celebrates the diversity of its community and has strong links further afield. Work is now rightly being established to make further links at a national level.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enjoy coming to school and settle quickly because of the excellent links with parents and carers, and the very good care and support they receive. The stimulating



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curriculum and good teaching ensure they make good progress. Children's literacy and numeracy development is well supported in the context of a broad and practical curriculum. By the end of Reception, their attainment is well above average, including in communication, language and literacy and in problem-solving, reasoning and numeracy. However, more-able pupils' better attainment in numeracy than in reading indicates there is scope for a small minority to reach higher levels in reading. ♦ Both indoors and outside, adults strike a good balance of more formal adult-led activities and those activities children select for themselves. Topics such as pirates really interest the children and provide some exciting learning opportunities. Some excellent teaching and learning were seen in mathematics when, after demonstration and discussion, children estimated how much water pirates' bottles might hold, before finding out for themselves. The sand tray also contains challenging opportunities for learning mathematics through play. For example, during the inspection, children counted pirates treasure in the sand and very effective intervention by the teacher promoted the more-able children's ability to count in twos. There is a good array of role play and other play activities. Free-choice writing activities provide a good bank of key reading words. However, these are not always read with the children before they start to write and this limits them in using the words in their writing. Leadership of the Early Years Foundation Stage is good with close and effective team work between all staff. Assessment is thorough and carefully analysed to check the impact of provision on children's individual progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

More than eight out of ten parents and carers returned the questionnaires, which is a high rate of response. The overwhelming majority of those who returned the questionnaires were extremely pleased with the experiences the school provides for their children. They believe the school keeps their children very safe and that their children enjoy their time at the school and are progressing well. Inspectors endorse these views. Very few parents and carers expressed concerns and there were no common themes. Parents and carers particularly mentioned how delighted they were that the local community now has a school and their children do not have to travel so far.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bolnore Village Primary 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	89	8	10	0	0	0	0
The school keeps my child safe	68	83	14	17	0	0	0	0
My school informs me about my child's progress	58	71	22	27	0	0	0	0
My child is making enough progress at this school	58	71	21	26	0	0	0	0
The teaching is good at this school	62	76	18	22	0	0	0	0
The school helps me to support my child's learning	61	74	19	23	0	0	0	0
The school helps my child to have a healthy lifestyle	60	73	22	27	0	0	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)	37	45	28	34	0	0	0	0
The school meets my child's particular needs	52	63	26	32	1	1	0	0
The school deals effectively with unacceptable behaviour	57	70	22	27	0	0	0	0
The school takes account of my suggestions and concerns	55	67	24	29	1	1	0	0
The school is led and managed effectively	68	83	13	16	0	0	0	0
Overall, I am happy with my child's experience at this school	67	82	15	18	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 March 2011

Dear Pupils

**Inspection of Bolnore Village Primary School, Bolnore Village,**

Haywards Heath RH16 4GD

Thank you for making us welcome when we visited your school recently. We really enjoyed finding out about the interesting things you do. This letter is to tell you what we found on our inspection.

Your school is a good one. Here are some of the many things your school does well.

- You make good progress and your attainment is above average in reading, writing and mathematics by Year 2. ♦
- You make your school a special place because you are good learners, are friendly, work hard and behave well.
- You greatly enjoy your Forest School work and take care of your environment. ♦
- You have many exciting learning opportunities including in art, design and technology and sport, as well as for after-school clubs. ♦
- Your teachers are good at making your lessons interesting.
- Staff take very good care of you and you told us how extremely safe you feel.
- Your headteacher leads you all very well and all the staff and governors think very carefully about what is best for you.

This is what we are asking your school to do to improve:

- help those of you in Reception who are more able to reach similar standards in reading as mathematics
- help those of you who are more able in Year 2 to reach similar standards in mathematics as in reading
- help your teachers to always plan activities for you that build on what you already know.

We hope you will continue to enjoy school and carry on working hard in all you do. ♦

Yours sincerely

Eileen Chadwick

Lead inspector

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