

# Bolney CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	126007
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	367432
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Wendy Forbes

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Binney
<b>Headteacher</b>	Jon McArthur
<b>Date of previous school inspection</b>	8 November 2007
<b>School address</b>	Church Lane Haywards Heath RH17 5QP
<b>Telephone number</b>	01444881352
<b>Fax number</b>	01444881047
<b>Email address</b>	office@bolney.w-sussex.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors examined pupils' work and observed eight lessons or parts of lessons, which included the work of six teachers and one higher level teaching assistant. They held meetings with representatives of the governing body, staff, and three groups of pupils, and spoke to some parents. Inspectors observed the school's work and scrutinised school documents, including improvement, monitoring and action plans, safety records, and assessment and tracking information. They analysed 78 questionnaires returned by parents and carers, together with those completed by 13 staff and 54 pupils.

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

- The progress all pupils make in writing and mathematics.
- The achievement of pupils, particularly that of more able pupils, to ascertain whether teaching and the curriculum are challenging enough.
- The impact of assessment and pupil tracking systems in raising achievement.
- The effectiveness of leaders and managers, including governors, in driving

school improvement since the previous inspection, and the school's capacity to sustain recent improvements.

## Information about the school

This is a smaller-than-average rural school. The number on roll has increased significantly since the last inspection. Most pupils live in and around the school's local area but many travel from neighbouring towns some distance away. The proportion of pupils who arrive and leave the school over time is higher than in most other schools. All year groups have mixed-age group classes. A few Year 1 pupils are taught alongside Reception-age children in the Early Years Foundation Stage. Almost all pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average and includes those with communication or specific learning difficulties and medical disabilities. The number known to be eligible for free school meals is well-below the national average. A daily on-site breakfast club, managed by the school, is provided for pupils who attend the school. The leadership and class responsibilities of the senior teacher are being covered by the senior leadership team and a temporary class teacher respectively during her temporary absence. The school has achieved a number of awards, including Healthy Schools, Silver Eco and Active Mark.

**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

This is a good school. Pupils at Bolney School enthusiastically told inspectors: 'We love our school because everyone helps you to do your best here.' This good school, under the very purposeful leadership of the headteacher, is ably supported by an enthusiastic team of staff and governors, highly committed to making the school the very best it can be. The vast majority of parents are very supportive and agree their children enjoy school. This is reflected in high levels of attendance. They particularly appreciate the outstanding care, guidance and support provided which contributes significantly to pupils' very positive attitudes to learning, exemplary behaviour and excellent understanding of how to stay safe. The values-driven ethos ensures that pupils' spiritual, moral, social and cultural development is outstanding. As one parent commented, 'We are always made to feel welcome by the school. We know our children are very safe and that the school has their best interest at its heart.' Parents also appreciate the early-morning breakfast club for their children.

Over time, numbers on roll have fluctuated. The effect of relatively small pupil cohorts and a higher than average number who enter or leave the school significantly distort end-of-year assessment statistics. Good teaching, a well-planned curriculum, robust induction and tracking systems all make sure that the progress of all pupils, particularly those who do not start school at the same time as most others, is effectively monitored. This means that appropriate support is put in place for any in danger of falling behind. As a result, pupils, including those with special educational needs and/or disabilities and those in the Early Years Foundation Stage, make at least good progress.

Senior staff have the drive and ambition to improve attainment and progress still further. Self-evaluation is accurate. Since the last inspection, the good capacity for sustained improvement has been evident in the improvement in reading so that attainment is now high across the school. This is the result of systematic improvements in the teaching of reading, well-tailored intervention strategies, and the effective use of assessment and tracking systems. Attainment in writing and mathematics has also continued to improve although not as rapidly as reading. This is because occasionally, teachers do not put their good lesson planning into practice to ensure that pupils, particularly the most able, are consistently challenged to do well in lesson activities.

Leaders set appropriately challenging targets. Effective information about progress towards targets is used well to monitor performance so that everyone is clear about what the school needs to do to improve further.

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

- Accelerate progress and raise pupils' attainment in writing and mathematics so that it matches the high attainment already achieved in reading in this coming academic year by:
  - ensuring that all pupils, particularly the most able, are routinely provided with tasks that are more closely matched to their level of abilities
  - ensuring that teaching and learning in mathematics and in writing is consistently good or better

## Outcomes for individuals and groups of pupils

2

An effective Early Years Foundation Stage enables children to make a good start to school. Most enter with skills and knowledge generally in line with those expected for their ages although they are lower in speech and language. Most pupils make at least good progress throughout the school, particularly in reading. However, the rate of progress has fluctuated over time due to the impact of very small cohorts and the constant change in the number of pupils who join and leave the school.

Pupils are enthusiastic learners and appreciate the lengths teachers go to make learning fun, as seen in a good Year 4 mathematics lesson where pupils were working hard to develop their understanding of multiplication facts. Pupils worked individually or in pairs, using a range of methods, such as 'Italian multiplication', partitioning or long multiplication to solve calculations. The pace and level of challenge were relentless. As one pupil said, 'You feel you've only just started and the time has whizzed by.' Such high expectations help to ensure pupils' overall achievement is good.

Pupils' work and the information about how well they are doing show that a number of strategies are helping to accelerate progress in writing and mathematics.

Initiatives such as 'chilli punctuation', 'sounds discovery' and the focus on the teaching of mathematics skills are already showing improvements. Well-focused individual support ensures that pupils with special educational needs and/or disabilities make good, and sometimes outstanding, progress in their learning. Overall, good achievement, good personal development outcomes and very positive attitudes to learning help to ensure that pupils are well prepared for later life.

Pupils' outstanding spiritual, moral, social and cultural development is seen in their friendships and very sensitive support for one another. They have a very good understanding of others' beliefs and backgrounds and are particularly proud of the school's 'Values Tree'. Outstanding behaviour is an expectation. Inspectors were made to feel most welcome and shown exemplary courtesy by pupils at all times. Pupils feel extremely safe and know there is an adult they can turn to if they are worried about anything. They make a good contribution to school and the wider community by taking on a wide range of responsibilities. These include being members of the eco team or school council, house captains and playground buddies. They are proud of their fund-raising efforts and developing links with a school in Haiti. They have a good understanding of how to live a healthy lifestyle, enjoying the range of activities to help them keep and stay fit, which is reflected in their national awards.

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*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>	3
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>1</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Staff are enthusiastic in their teaching and have good subject knowledge, particularly in information and communication technology. They often make effective use of role play, as seen in a good literacy lesson. Pupils were spellbound as their teacher, playing the part of pirate 'Captain Knobbly Knox', developed pupils' vocabulary to write a message in a bottle to gain rescue from 'Volcano Island'.

Constructive feedback and the setting of targets help pupils to consider how well they have worked and how they could improve. Teaching assistants play an invaluable role in providing very effective support for pupils with special educational needs and/or disabilities. They are particularly good at rephrasing questions to support pupils' learning in numeracy and literacy, as seen in a good literacy lesson in Years 1 and 2, helping pupils to develop competence in writing descriptively.

The good curriculum is enriched by a wide range of specialist teaching including that in physical education and music. Effective links are made to other subjects, which makes learning interesting. The school also benefits from excellent partnerships with local feeder schools who provide specialist expertise in science and French. Curricular strengths, particularly in personal, social and health education, ensure pupils have good opportunities to reflect on the ways in which they can develop as good citizens. The provision of a 'Worry Box' and a 'Prayer Box' ensures that pupils can seek guidance on how to be

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considerate to others whilst also having time for quiet reflection to think about the needs of others. This contributes significantly to pupils' well-being. Pupils spoke enthusiastically about the varied extra-curricular activities, visits and visitors, which make a strong contribution to pupils' academic and personal development.

Pupils receive excellent care and support throughout the school day, because each child is known and valued. Pupils particularly appreciate the significant support provided by both the learning mentor and teaching assistants. The impact of this support is evident in pupils' very positive attitudes to learning. Induction and transition arrangements are exceptional, enabling Reception children to settle very quickly and Year 6 pupils to feel part of their new school without delay. The overwhelming majority of parents and carers are very positive about the effort the school makes to provide opportunities for them to be involved in their child's learning.

*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>1</b>

## How effective are leadership and management?

The headteacher's dynamic approach to school improvement enthuses others to have the highest possible aspirations for themselves and the pupils. Since the last inspection, his drive and determination have sustained a climate of improvement where everyone is ambitious to make the school even better. This, and the commitment of senior colleagues, many of whom are new to their temporary roles provides a good basis for embedding ambition and driving improvement. It has already brought about significant improvements in reading attainment. Effective systems are in place to monitor and evaluate the work of the school and there is a good plan for further improvements. Adults at all levels are good at promoting equal opportunities and eliminating discrimination through raising pupils' expectations of what they can achieve. Any differences in performance between groups of pupils are quickly identified and effective action is taken. The governing body provides good support and challenge to the school and is clear about what leaders need to do next to improve provision further.

Well-developed support systems are complemented by an excellent range of partnerships with outside specialists and organisations such as the sensory support team, and speech and language specialists who provide for the needs of pupils whose circumstances have made them more vulnerable. Parents and carers are strongly engaged in the life of the school and appreciate the lengths the school goes to, to involve them in their child's learning. Their overwhelming commitment and community spirit are reflected in the school's huge fund-raising efforts which have enhanced school facilities over time.

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The school has developed good provision for global development within its community cohesion policy. Links with the local and international communities, for example in Lille in France and a local city primary school, are well developed, and a good start has been made at developing pupils' understanding of schools and communities in the United Kingdom. Measures for safeguarding pupils are good and all statutory requirements relating to child protection are well met.

*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>1</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

Good provision and support ensure children settle happily into daily routines of school life. Good leadership and management and an extremely positive partnership with parents and carers ensure pupils' needs are quickly identified and the appropriate range of support provided to ensure that they make at least good progress. Learning is fun. Purposeful, well-focused tasks and activities foster independence and nurture creativity. Amendments to the curriculum for children of different ages, taking into account their personal interests, help to ensure that most children are provided with an appropriate level of challenge. Enthusiastic pupils were observed having fun solving a treasure hunt problem, constructing pirate ships, developing early writing, making bird houses, testing objects to see which floated and which sank, and investigating sea animals in the classroom pirate cave. Exposure to a wide range of learning experiences both indoors and outside provides a good balance between adult-led and child-initiated activities. However, the planned outdoor activities do not yet provide the same level of challenge as the stimulating and well-matched indoor provision. Pupils make a very good contribution to the smooth running of the day by sharing resources amicably and tidying away their activities.

There is a consistent and skilled approach to the teaching of letters and sounds.



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Regular assessments enable staff to keep track of children's progress and to plan next steps for learning. Good leadership and management, an effective curriculum, consistently good teaching and high-quality care ensure that most children achieve, and a few exceed, the expected levels for their age on entry to their next class.

*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

A significantly higher proportion of parents and carers returned questionnaires than seen nationally. Those who responded or who spoke to the inspection team were overwhelmingly positive about the school and its impact on their children's learning and well-being. Many commented on the headteacher's strength of leadership and praised the welcoming environment for their children. Typical comments included, 'We feel very privileged to have our child at Bolney School' and 'The school's caring ethos is seen in everything they do for my child.' However, a few parents felt that the school did not provide sufficient information about how well their child was progressing nor that they were provided with sufficient support. Inspectors found that parents were encouraged to engage with their children's learning and that the care, guidance and support provided were, for the most part, exemplary.

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

Ofsted invited all the registered parents and carers of pupils registered at Bolney C E 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 111 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	82	12	15	2	3	0	0
The school keeps my child safe	65	83	13	17	0	0	0	0
My school informs me about my child's progress	35	45	32	41	11	14	0	0
My child is making enough progress at this school	41	53	31	40	4	5	2	3
The teaching is good at this school	50	64	23	29	2	3	0	0
The school helps me to support my child's learning	42	54	22	28	13	17	0	0
The school helps my child to have a healthy lifestyle	60	77	18	23	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)	49	63	22	28	3	4	0	0
The school meets my child's particular needs	51	65	20	26	6	8	0	0
The school deals effectively with unacceptable behaviour	57	73	12	15	6	8	0	0
The school takes account of my suggestions and concerns	43	55	26	33	4	5	3	4
The school is led and managed effectively	55	71	20	26	2	3	0	0
Overall, I am happy with my child's experience at this school	57	73	20	26	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 July 2011

Dear Pupils,

**Inspection of Bolney C E Primary School, Haywards Heath RH17 5QP**

Thank you so much for making us feel so very welcome when we visited your school recently. We were delighted to meet so many of you and to hear all about the things you enjoy most about your school. We would like to thank those who came to talk to us, and those who filled in the pupils' questionnaire. You go to a good school. There are many things that are great about your school. These are some of the things that really stood out.

- You enjoy school, behave extremely well and enjoy the fun activities teachers plan for you.
- You really care for each other and feel valued in all that you do at school.
- You reach high standards in reading and make good progress as you move up through the school.
- You make a good contribution to your school and the wider community through all the fund-raising you do and in the responsibilities you hold on the school council and Eco teams and as house captains.
- You have an excellent understanding of how to stay safe.
- Your school takes really good care of you.

You headteacher and all your other teachers know how to make sure that your school continues to get even better. To help them to do this, we have asked your school to do the following:

- Ensure that more of you make faster progress in writing and mathematics by ensuring that work is not too easy or too hard and provides just the right level of challenge.
- Ensure more of you benefit from the extremely good or better teaching seen in some lessons.

Thank you very much once again. Keep up the good work and we are sure that if you do this, you will continue to enjoy learning for a long time to come.

Yours sincerely

Wendy Forbes Lead inspector

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