

Jolesfield Church of England Primary School

Littleworth Lane, Partridge Green, Horsham, RH13 8JJ

Inspection dates 13–14 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Too much teaching is inadequate or requires improvement, so pupils are not making enough progress.
- Teachers do not expect enough of pupils. They do not take enough account of what pupils can already do to make sure the work is challenging for all pupils.
- The links between sounds and letters (phonics) are not taught well enough.
- Teaching assistants spend too much time in lessons listening to the teacher alongside pupils rather than improving learning.
- Too much work is unmarked. Where marking is done, it does not help pupils improve their work well enough.
- The pace of lessons is slow. As a result, pupils' focus and concentration sometimes drift in lessons, and so their behaviour for learning requires improvement.
- The performance of the school has declined substantially since the previous inspection.
- Leaders' response to the decline has not been sufficiently rapid or effective and so they are not showing they can improve the school.
- The school does not have a clear picture of how much progress current pupils are making.
- Plans for improvement do not focus sharply on urgent priorities. They do not set measurable targets for improvement or make clear who will check whether things are getting better.
- Leaders' own evaluations of the school's effectiveness, including the quality of teaching, are far too generous.
- The governing body is too reliant on school leaders' own inaccurate evaluations of how well the school is doing. It has not identified the school's decline or challenged leaders robustly.

The school has the following strengths:

- Children make a good start in the Reception Year.
- Pupils feel safe and happy at school. They are polite and friendly. Attendance is above average.
- The school promotes pupils' spiritual, moral, social and cultural development well and provides a wide range of activities and experiences.

Information about this inspection

- Inspectors made visits to 18 lessons across all seven classes to evaluate teaching and learning. Just over one third of these observations were carried out jointly with either of the co-headteachers.
- Inspectors studied pupils' work alongside one of the co-headteachers, talked with pupils about their learning and listened to them read.
- Inspectors spoke with parents and carers, staff, school leaders, eight members of the governing body and two representatives from the local authority.
- They analysed 64 responses to Parent View and took account of a small number of letters and emails from parents and carers. They also studied 29 questionnaires returned by members of staff.
- Inspectors observed the school's work and reviewed a range of the school's documentation, including information about the progress of pupils currently in school, records of behaviour and incidents, the school's monitoring and evaluation of the quality of teaching, minutes of governing body meetings and safeguarding documentation.

Inspection team

Clive Dunn, Lead inspector

Additional Inspector

Susan Hunnings

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector 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 in the school.

The school may not appoint newly qualified teachers.

Information about this school

- The school is smaller than the average-sized primary school.
- The proportions of disabled pupils and those who have special educational needs are above average, including those supported through school action, and those supported through school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and children of service families) is much lower than the national average.
- The school meets the government's current floor standard, which sets minimum expectations for pupils' attainment and progress.
- Shortly after the previous inspection, the former headteacher and deputy headteacher entered a job-share arrangement as co-headteachers. One co-headteacher returned to the school following a ten month period of maternity leave seven weeks prior to the inspection.
- The on-site pre-school and breakfast and after-school clubs are run separately from the school, and were not part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching at Key Stages 1 and 2 by ensuring teachers:
 - conduct lessons at a suitably brisk pace to maximise learning and pupils' engagement
 - accurately assess how well pupils are learning
 - provide tasks that take full account of pupils' prior learning and have enough challenge for pupils' varying abilities
 - make effective use of teaching assistants throughout the lesson to ensure they have a strong impact on pupils' learning
 - always mark pupils' work, regularly showing pupils how to move on in their learning and giving pupils opportunities to respond to this advice.
- Accelerate rates of pupils' progress in reading, writing and mathematics by:
 - ensuring pupils always record and present their work accurately and with care
 - improving the thoroughness and frequency of the teaching of phonics in Key Stage 1, giving staff training where needed
 - giving pupils more opportunities to deepen their understanding through working together or alone, without direction from an adult, and to use and apply their skills in different contexts.
- Improve the quality of leadership and management at all levels by:
 - rapidly carrying out an accurate and detailed analysis of the rates of progress for different groups of pupils and responding to this accordingly
 - creating sharply focused improvement plans that show clearly what will be done and by whom, the targets that are expected to be reached and how progress towards them will be checked

- evaluating the quality of teaching rigorously and accurately
- implementing consistent systems for recording incidents of inappropriate behaviour, including how matters have been resolved and the involvement of parents in the process.
- Improve governors' ability to understand information about pupils' achievement and strengthen the challenge they provide to school leaders.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- For the last two years, too many pupils leaving at the end of Year 6 have significantly underachieved because they have made inadequate progress across Key Stage 2.
- Attainment at the end of Key Stage 2 has fallen from previously high levels to broadly average overall in English and mathematics. In 2012, a smaller proportion of Year 6 leavers reached average levels in both subjects than seen nationally. This represents significant underachievement from their above-average starting points in Year 3.
- Work in lessons and in pupils' books shows that pupils are not doing well enough across Key Stages 1 and 2 because much of the teaching is weak.
- Leaders do not have a complete and accurate analysis of current pupils' rates of progress. Emerging information during the inspection revealed considerable variations. Too often, rates of progress are slow in English and mathematics and do not enable pupils to reach the levels of which they are capable.
- While there is some evidence of accelerating progress, improvements are not sustained. For example, progress in mathematics has improved from a very low rate, but progress in English has slowed.
- The teaching of phonics is not frequent or rigorous enough in Key Stage 1 to enable pupils to develop these skills as quickly as they should. Teachers do not always pitch activities at the right level in relation to pupils' starting points. Results of the Year 1 phonics screening check in 2012 showed that only one in every five pupils reached the expected level, around a third of the proportion seen nationally. External training for staff in phonics has been very limited and in-school training has not led to consistently good practice.
- Children in the Early Years Foundation Stage achieve well because teaching is good. Although there are variations from year to year, most children typically start school with the range of knowledge and skills expected for their age, although an increasing number have speech and language difficulties. The good progress they make means that in many areas attainment is above average by the time they enter Year 1. In past years, children's phonics and writing skills have lagged behind other areas, but phonics teaching is now effective in the Reception Year.
- In class, the progress of disabled pupils and those who have special educational needs is often too slow. The school is still developing an analysis of their longer-term progress to show how well any interventions are working, and currently a full set of data is not available. Results from 2011 and 2012 show their achievement was inadequate.
- The difference between the levels attained at the end of Key Stage 2 by pupils known to be eligible for free school meals and supported by pupil premium funding and other pupils reduced considerably in 2012. In English the gap represented about two terms' progress and in mathematics about half a year. In both English and mathematics these gaps were smaller than those seen nationally. Through the school, the progress made by these pupils is similar to their classmates', and too often inadequate.

The quality of teaching

is inadequate

- Teaching over time is inadequate which means that too many pupils are making inadequate progress.
- The pace of lessons is often slow which prevents pupils learning as much as they could in the available time. For prolonged periods in lessons, teaching is pitched at the same level for all, regardless of pupils' ability or special educational needs. Consequently, pupils are not challenged at their own level.
- Leaders have identified the need to check teachers' assessments of pupils' attainment to ensure they are accurate. In recent years, teachers' assessments have not matched the levels confirmed by the national test results at the end of Key Stage 2.

- Teachers write extensive plans for lessons, which ensure that they are well prepared. However, they miss opportunities to challenge pupils by directing them less and encouraging them to use and apply their own skills, or work with others to do so. In a mathematics lesson exploring probability, pupils followed systematic instructions, rather than devising their own system for investigating and recording their findings. Work in pupils' mathematics books often shows repeated examples of similar questions without deepening pupils' understanding of concepts through applying them to different contexts.
- Teaching assistants are not deployed well enough, particularly during the first part of lessons, to have a positive impact on pupils' learning. They spend too much time just listening to the teacher alongside the pupils, and this means they are not supporting pupils sufficiently, especially those who have special educational needs.
- The quality of marking is weak. Too much work remains completely unmarked or just ticked with a very brief encouraging comment. Where teachers identify a next step for pupils, or give advice about how to improve their work, pupils rarely have the opportunity to respond and so the impact is lost.
- Where teaching is stronger, lessons are conducted at a brisker pace and teachers make better use of their assessments of pupils' prior learning. For example, a Year 3 lesson got off to a good start because, with guidance from the teacher, pupils worked together to improve the quality of similes they had created in their poems written the previous day.
- Just over a quarter of parents and carers that responded to Parent View disagreed that their children receive appropriate homework for their age. The school has consulted parents and carers about its homework policy and tried to take account of the diverse range of views. The inspection team judged that the range and type of homework seen during the inspection was broadly similar to that in other primary schools.
- In the Early Years Foundation Stage, effective questioning by adults supports children to develop their independent thinking to solve problems. Teachers use their careful observations and assessments well and quickly to adapt teaching, tackle any misconceptions and make sure children learn. During the inspection, the teacher seized the opportunity of a windy day to let the children test-fly kites that they had previously made. More systematic phonics teaching is also helping children make better progress than in the past.

The behaviour and safety of pupils

require improvement

- Where the pace in lessons is slow or pupils are not challenged, the concentration of a few drifts and they lose focus. While this does not lead to disruption for others, during overlong sessions of sitting on the carpet often less than half the class actively participates.
- Teachers' expectations of pupils' written work are not always high enough. The quality of work produced by individual pupils sometimes shows that the amount of effort they put in can vary considerably.
- Pupils' conduct is positive throughout the school day. They are quick to respond to teachers' direction in lessons and the school has a calm atmosphere. Pupils are polite, patient and friendly.
- Pupils feel safe at school and parents and carers overwhelmingly agree. Pupils learn well how to keep themselves safe. Over the last three years, attendance has been consistently above average.
- A quarter of parents and carers that responded to Parent View disagreed that the school deals effectively with bullying. Considering the full range of evidence, bullying is not frequent. However, although teachers complete incident logs, it is not always clear whether the matter has been resolved and if parents and carers have been involved or informed.
- Despite the strength in pupils' conduct, the low-level disengagement of some pupils where teaching is weak, and the concerns outlined around systems to deal with bullying mean that the behaviour and safety of pupils require improvement.

The leadership and management are inadequate

- For too long, key leaders did not grasp the urgency of action that was required and did not take sufficiently effective steps to halt a serious decline in the school's effectiveness. Leaders' own evaluations of the school's effectiveness lack rigour and their judgements are generous.
 - The school's leaders believe incorrectly that the quality of teaching is good. Consequently, they have not taken effective steps towards securing improvements. Their monitoring of teaching is not frequent or rigorous enough. Leaders do not thoroughly check their judgements of teaching by looking at the impact teaching is having on pupils' progress, using data or checking pupils' work in their books.
 - The school's plans for improvement do not focus sharply on key priorities. While they do identify some of the relevant areas, they lack clear, measurable targets and milestones to enable leaders at all levels to check that the school is on the right track. The plans do not make clear who is responsible for monitoring their impact. The first key recommendation from the previous inspection report about the accuracy and presentation of pupils' work has not been successfully addressed.
 - Leaders do not track and analyse the progress of pupils sufficiently well. Although there is no evidence of discrimination, without a robust picture of how well different groups of pupils are doing, the school cannot be sure it is providing equal opportunities by ensuring all pupils reach the levels that they should.
 - Support from the local authority has only very recently intensified. The school was a low priority for support until advisors correctly identified that the school was not maintaining its previously high performance. In recent weeks, an advisor has worked alongside the co-headteacher responsible for assessment to introduce more rigorous systems for tracking pupils' progress.
 - The school is a cohesive community. Relationships are strong at all levels, reflected in the positive views of pupils, staff and many parents and carers. The overwhelming majority of parents and carers report that their children are happy at school. There are strengths in the promotion of pupils' spiritual, moral, social and cultural development. Wide-ranging opportunities exist for pupils to participate in sporting, musical and other enriching experiences including residential and other educational visits. Pupils learn and explore different topics, from mountains and dragons to ancient Egypt, that help them make links in their learning between subjects.
 - **The governance of the school:**
 - The governing body does not understand the data about the school's performance well enough to challenge school leaders robustly about it. Although individual governors undertake a range of training, a recent review of its own effectiveness carried out by the governing body did not reveal the gaps in their understanding of national performance benchmarks. Without this, while governors have a sound grasp of performance management procedures, they too readily accept school leaders' assertions that the quality of teaching is good, and this is reflected in current pay levels. The governing body works prudently alongside other schools to share costs, for example of training or counselling services. However, governors have not rigorously evaluated the impact of decisions to use pupil premium funding to support a range of initiatives from additional support by teaching assistants to educational visits. Governors visit the school regularly. The governing body fulfils its statutory obligations and safeguarding meets current requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125985
Local authority	West Sussex
Inspection number	411821

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	William Harris
Headteacher	Christine Knight/Sue Uff
Date of previous school inspection	20–21 January 2010
Telephone number	01403 710546
Fax number	01403 710762
Email address	head@jolesfield.w-sussex.sch.uk

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