

# Jarvis Brook Primary School

Hadlow Down Road, Crowborough, East Sussex, TN6 3RG

## Inspection dates

13–14 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Require improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Achievement is inadequate because pupils do not make enough progress from their starting points.
- Standards in reading, writing and mathematics are below average by the end of Year 2 and Year 6.
- Teachers do not have high enough expectations for pupils' learning, the standards they attain or the progress they make in reading, writing and mathematics.
- The most able pupils are not sufficiently challenged with demanding work. As a result, they do not make the rapid progress of which they are capable.
- Too often, pupils are not clear about what they should be doing in lessons or the purpose of their learning.
- The quality of the teaching of basic literacy and numeracy skills is inconsistent.
- The early years provision requires improvement because children do not achieve as well as they should.
- Parents do not have confidence in the leadership and management of the school.
- Behaviour requires improvement because pupils often lose their concentration and involvement in learning when teaching does not fully engage them or meet their needs.
- Despite recent improvement, the governing body has not challenged senior leaders rigorously enough in the past. Governors have relied too heavily on what they are told by the school about pupils' progress, rather than seeking independent evidence in order to hold leaders to account.
- The leadership and management of the school have limited capacity for further improvement because they are reliant on external support.
- The lack of a permanent teaching force hampers the rate of school improvement.
- There is a lack of consistency and rigour in the school's monitoring of its performance, pupils' achievement and the quality of teaching.
- Leaders do not check the progress and attainment of different groups of pupils rigorously enough.

### The school has the following strengths

- Pupils behave well around the school and in the playground. They are friendly, polite and respectful.
- Pupils are well cared for and feel happy and safe in school. Most parents agree that this is the case.
- There are some strengths in teaching, particularly in Year 6 and Year 3.
- The school uses additional funding effectively to ensure that disadvantaged pupils do well.

## Information about this inspection

- Inspectors observed 13 lessons, several of which were joint observations with a deputy headteacher.
- In addition, inspectors talked to pupils about their work, looked at their books and listened to some pupils read.
- Meetings were held with the deputy headteachers and staff with key leadership responsibilities. Discussions were held with pupils, governors, the local leader of education who is supporting the school and a representative from the local authority.
- Inspectors looked at a wide range of documents, including the school's own check on its performance and the quality of teaching, the school improvement plan, information on pupils' progress and records relating to behaviour, attendance and safeguarding.
- Inspectors looked at 87 responses to the online questionnaire (Parent View) and two written comments from parents. They spoke to some parents at the start of the day. Inspectors also took account of 14 questionnaires returned by staff.

## Inspection team

Margaret Coussins, Lead inspector

Additional inspector

David Meades

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.*

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is below average. This is additional government funding to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Children attend the early years on a full-time basis, starting in Reception.
- The school provides a daily breakfast club.
- The headteacher has been absent since the middle of September 2014 and remains on long-term sick leave. The school is currently led by the two deputy headteachers, who are both class teachers. A local leader of education from St Mark's Church of England Primary school supports them for one day a week. Supply teachers are teaching two classes.

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

- Rapidly improve the quality of teaching, including in the early years, and boost achievement by ensuring that:
  - every effort is made to recruit high-quality, permanent teaching staff
  - inadequate teaching is eradicated
  - all teachers have consistently high expectations, both for the standards attained by pupils of all abilities and the progress they make in reading, writing and mathematics
  - the most able pupils are challenged with appropriately demanding work to enable them to make rapid progress
  - teachers plan activities that take full account of what pupils already know and focus on sustaining pupils' concentration and involvement in their learning
  - pupils' behaviour does not slip during lessons
  - teachers give clear explanations to pupils so they are clear about the purpose of their learning and understand what they need to do
  - teaching of basic literacy and numeracy skills is more consistent, secure and confident.
- Improve leadership and management by ensuring that:
  - there is consistency and rigour in monitoring the work of the school, pupils' achievement and the quality of teaching
  - there is robust tracking and monitoring of the progress and attainment of different groups of pupils
  - the school communicates more effectively with parents and rebuilds their confidence in the leadership and management of the school.

## Inspection judgements

### The leadership and management are inadequate

- Leaders and managers have not taken prompt action to tackle pupils' underachievement. Necessary fundamental improvements have not been secured, and those made recently are not sufficiently established to raise achievement.
- The lack of a permanent full complement of teaching staff, together with on-going changes, has impeded the rate of improvement and is detrimental to pupils' learning.
- In the absence of the headteacher, the deputy headteachers and governors have been successful in improving staff teamwork and raising morale. They provide good role models for promoting courtesy and respect amongst pupils and staff. Although there have been some effective developments to improve teaching, there has not been enough time to see the impact. For example, the policies for reading, writing, mathematics and behaviour have been updated but are not yet implemented consistently across the school.
- The deputies are supported well by the local leader of education and the local authority, but at the time of the inspection, the school leadership is dependent on this external support. This limits the capacity for further improvement.
- The school's own view of its effectiveness is over-generous and inaccurate in parts. Checks on the quality of teaching prior to the headteacher's absence were not available for inspectors to look at. Current checks identify weaknesses but have not led to successful actions to eradicate inadequate teaching. Judgements on teachers' performance, conducted by the local leader of education, are now clearly linked to nationally accepted standards and pupils' progress. These inform appropriate further whole-school training, and training for individuals.
- Despite a commitment to equal opportunities for all pupils, not all groups are achieving equally well. The achievement of disadvantaged pupils is a strength and demonstrates the effective use of additional funding. This has been used effectively to employ an additional teacher and to provide one-to-one support in literacy and mathematics, as well as support for pupils' emotional needs. The most able pupils, however, do not achieve well enough. Leaders do not check and compare the achievement of different groups robustly enough.
- The school is not yet teaching the requirements of the new National Curriculum. Plans are in place to phase it in gradually during the year, which includes training sessions with other schools. Pupils learn a wide range of subjects, mostly based around interesting themes or topics. However, planning does not ensure that pupils learn key skills in a way that builds effectively on what they already know as they move through the school.
- A range of clubs, visits and visitors to the school enhances pupils' learning and experiences. Pupils' spiritual, moral, social and cultural development is promoted effectively through the curriculum.
- The school's values and beliefs foster good relations, tolerance and diversity, and pupils learn without fear of discrimination. They are adequately prepared for life in modern Britain.
- Staff currently leading the school know there is a lot to do to improve achievement and teaching. They work well with the local authority, and the local leader of education gives good support to leaders at all levels. However, the current situation is not sustainable.
- The two deputies have taken on new leadership and management skills rapidly but have too many added responsibilities. While they provide the strongest teaching in the school, they do not have the capacity to ensure that pupils are making the vastly accelerated progress that is needed to catch up in their learning.
- Middle leaders are not effective enough, although there are some individual strengths. They have not been held properly accountable for ensuring that pupils achieve well.
- Parents have little confidence in the school's leadership. Only a very small minority of those who responded to Parent View thought the school was well led and managed. However, letters received from parents, and comments made in discussions, show that they appreciate the school's recent efforts to improve the communication between home and school, and increase parental involvement.
- The additional funding for primary sports has been used to employ a specialist sports coach to deliver good-quality physical education sessions to all pupils. This is proving effective in promoting pupils' keenness to improve their sporting skills. The coach has also enabled the school to increase the range of sports activities in lunchtime and after-school clubs, and more pupils participate as a result.
- The safeguarding arrangements are well established and implemented by all staff. The school ensures that temporary teachers are fully aware of the procedures.
- The school should not appoint newly qualified teachers.

### ■ The governance of the school:

- In recent years, the governing body has not checked the school's work thoroughly enough, and its impact on school improvement has been limited. Prompted and supported by the local authority, the governing body has participated in external reviews of its work and undertaken significant recent training. It has recently elected a new Chair of Governors, and some new governors have been appointed. Together with continuing support from the local authority, governors are now more aware of the information they need concerning pupils' achievement and the quality of teaching. They are using this information to challenge leaders and hold the school to account more effectively for its performance. Governors are now aware of the strengths and weaknesses of the school and how its performance compares with that of schools nationally. They are aware of the quality of teaching and now insist that any pay rewards and promotions are not awarded unless targets for improvement are met. Governors have been active in working to regain the confidence and trust of parents in the leadership and management of the school. Recent actions, such as organising a parents' forum meeting, have been well received by parents who felt it was a good opportunity to share their thoughts and concerns as well as suggesting ways forward. Governors are aware of the use of additional funding for disadvantaged pupils, and how the primary sports funding is used. They are not yet monitoring the impact of additional funding for disadvantaged pupils on achievement. The governing body ensures all statutory duties are met, including safeguarding requirements.

### The behaviour and safety of pupils

require improvement

#### Behaviour

- The behaviour of pupils requires improvement. During lessons, there are too many occasions where behaviour slips. This is because pupils lose concentration and involvement in learning when they are not fully engaged, motivated or challenged by the teaching.
- The conduct of pupils around the school, in assemblies and in the playground is generally good.
- Pupils are friendly and welcoming. They treat each other and adults with respect. Attendance is in line with the national average.
- Any incidents of inappropriate behaviour are very rare.
- The large majority of parents are of the view that pupils are well behaved.
- The breakfast club provides a safe and healthy start to the school day.

#### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. Most parents who responded to Parent View agree that the school keeps their children safe.
- Pupils say that there is very little bullying in school, and that very often it is no more than 'friends falling out with each other'. They understand that bullying can take different forms, including cyber-bullying and prejudiced-based bullying. They are confident that they can turn to adults in school should any incidents arise.
- Pupils have a good awareness of potentially unsafe situations. They know how to keep themselves safe, both in and out of school and in different situations, including when online, or using computers or mobile phones.
- The school meets all the safeguarding requirements.

### The quality of teaching

is inadequate

- Teachers' expectations of pupils' learning and achievement are too low. Too many pupils underachieve because too much teaching is inadequate or in need of improvement.
- Recent training and support for teachers is helping to raise their expectations, but the impact of this has yet to be seen because new strategies are not yet being implemented consistently across the school.
- Teachers do not make the best use of information about pupils' progress to plan activities that promote rapid progress. They do not consistently plan work that challenges pupils, deepens their understanding and builds on what they already know. This means that sometimes work is too easy for the most able pupils or too difficult for those who are less able.
- Tasks are not always clearly explained. This leads to pupils being confused about what they are learning and the purpose of activities. As a result, they struggle to do the best they can. For example, several pupils in Year 5 struggled to write instruction texts because they did not understand the task well enough.

to get on with their work. They lost their concentration and focus.

- Teachers do not check pupils' work carefully enough in lessons, so misconceptions are not always identified and tackled quickly.
- There is not enough good teaching of basic reading and writing skills, or key skills in mathematics. There has not been a consistent approach to teaching mathematics across the school until recently and there has not been time for this to have an impact on pupils' achievement.
- Teachers do not routinely ensure that they help pupils to extend their knowledge and understanding. For example, Year 4 pupils who were reading together were not encouraged to discuss the text in enough depth, to develop a greater level of understanding of the text.
- Disabled pupils and those with special educational needs are not always given enough support to help them achieve well because, as with other groups, teachers' expectations of their progress are not always high enough.
- Teaching assistants often support learning effectively in lessons and when working with small groups or individuals. However, the quality of support is not consistently good.
- There are some good examples of marking and feedback that give pupils useful pointers about how to improve their work, and the new agreed school approaches to marking are beginning to have a positive impact.
- Classroom displays are not used consistently well. In some classes, teachers use 'working walls' effectively to support teaching and learning and pupils also use them productively. In others, very little of the pupils' work is celebrated, and some displays are outdated and uninspiring.
- Despite the inconsistencies in teaching, there are some strengths, particularly in Year 6 and Year 3. This is because of teachers' secure subject knowledge, a clear understanding of what is expected for the ages of the pupils, and a greater level of challenge. This results in better progress. However, attainment is not as high as it should be because in both classes there is too much ground to make up because of past underachievement.
- Pupils benefit from specialist teaching, for example, in physical education and music. This is helping them to increase their skills well in these areas.
- The large majority of parents who responded to Parent View feel that their children are taught well, but the findings of the inspection do not support this view.

## The achievement of pupils

## is inadequate

- Achievement is inadequate too few pupils make the progress they should. As a result, pupils do not reach the standards of attainment of which they are capable.
- In 2014, attainment at the end of Year 2 declined from the previous year and was considerably below average, particularly in writing and mathematics. By the end of Year 6, attainment was below average, and particularly weak in grammar, punctuation and spelling.
- The achievement of the most able pupils is inadequate. The proportion achieving the higher levels at the end of Year 2 and Year 6 was too low in all subjects. It was particularly low in mathematics in both years, and in reading and grammar, punctuation and spelling in Year 6.
- In the 2014 phonics check (sounds that letters make) for Year 1 pupils, the proportion that reached the required level was below that found nationally. Reading standards are weak across the school.
- The school's own check on the progress of pupils currently in the school shows that far too many pupils made very little progress in the first term of this year. Much more rapid progress is required for pupils to catch up in their learning.
- Disabled pupils and those with special educational needs make broadly similar progress to other pupils across the school. This means that from their varied starting points, too few pupils make sufficient progress.
- In 2014, the attainment of disadvantaged pupils in Year 6 was above that of their classmates. They were 16 months ahead in mathematics, nearly four months ahead in reading and over eight months ahead in writing. This group also did better in mathematics and reading compared to similar pupils nationally. They were over 12 months ahead in mathematics and six months ahead in writing. Their attainment in reading was broadly similar.

**The early years provision****requires improvement**

- Children do not achieve as well as they should. From starting points on entry to Reception that are typical for their age, too few make rapid progress.
- The children's reading and writing skills are not as strong as their achievement in other areas of learning. This is because there is sometimes a lack of challenge, and tasks do not always promote more effective learning. For example, when learning phonics, the very basic level of children's vocabulary hinders their learning.
- The children do particularly well in developing skills of understanding, health and self-care and making relationships; areas where all of them reached the required goals for their learning.
- Activities mostly capture children's interests and imagination, and some teaching is good but not consistently so. There are good, trusting relationships between adults and children, and adults know the children well.
- Children enjoy the opportunities to play and work both indoors and outdoors, but sometimes opportunities to extend children's literacy skills are missed. For example, the role-play area does not maximise opportunities for pupils to explore books and language.
- By the end of the Reception Year the proportion of children who reached a good level of development in 2014 was just a little above the national figure. They are ready to continue their learning in Year 1.
- Children come to school happily and quickly settle into the routines and work of the day. They are well behaved, playing and working well together, sharing resources and cooperating with each other. They are kept safe and secure at all times.
- Some aspects of the early years are effectively led and managed, such as the care provided and daily meetings to ensure that support staff have a clear idea of their role in supporting learning. However, not enough is done by leaders to ensure that teaching moves children's learning forward briskly.

## 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

<b>Unique reference number</b>	114444
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	444310

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim David
<b>Headteacher</b>	Tara King
<b>Date of previous school inspection</b>	3–4 December 2009
<b>Telephone number</b>	01892 653033
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