

Tribal
Kings Orchard
One Queen Street
Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Email: christina.bannerman@tribalgroup.com



26 February 2015

Mrs J Zadeh
The Interim Headteacher
Jarvis Brook Primary School
Hadlow Down Road
Crowborough
East Sussex
TN6 3RG

Dear Mrs Zadeh

Special measures monitoring inspection of Jarvis Brook Primary School

Following my visit to your school on 25 February 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in November 2014.

Evidence

During this inspection I met with you, the deputy headteachers, a representative of the local authority and a group of pupils from Key Stage 2. I spoke to the Chair of the Governing Body on the telephone. We completed short visits to classrooms together, during which I spoke to some pupils and looked at work in books. I scrutinised a range of documentation, including minutes of governing body meetings, records of monitoring undertaken by the school and reports provided by the local authority. I also evaluated the local authority's statement of action and the school's improvement plan.

Context

Since the last inspection you were appointed as interim headteacher in January 2015.

The quality of leadership and management at the school

Your arrival has brought much needed vision, warmth and rigour to the leadership of the school. You are rightly leading necessary improvements with strength and urgency. This has enabled the deputy headteachers to be even more effective in their roles. As a result, improvements to the school are now accelerating.

Leaders' monitoring is now more robust. Evidence in monitoring files shows that you and other leaders carry out a range of useful activities to evaluate how well the school is doing. Leaders are beginning to use this information more effectively to give teachers helpful and focused advice about what they need to do to improve.

There have been significant improvements in how leaders track and monitor the progress and attainment of different groups of pupils. Leaders now have a more accurate view of how well pupils are learning. Leaders are beginning to make better use of this information to review where there is more work to do to improve teaching further. This links well to the school's improvement plan, which has detailed information about how leaders intend to tackle the areas for improvement. You have made strong links between what leaders intend to do and how this will improve pupils' achievement.

The school's communication with parents has significantly improved since your arrival. Parents are now more welcome and involved at the school. There have been several parent forum meetings which have allowed parents to share their views effectively. Leaders have responded positively to parents' feedback and parents appreciate the action that leaders have taken. Communication is also more transparent and clear in the letters parents receive from school leaders.

As a result of the improved effectiveness of leaders, teaching is beginning to improve. For example, you have rightly focused on reducing the number of temporary teachers. You have also helped teachers improve the effectiveness of their planning so that, for example, more-able pupils are now more consistently challenged. The teaching of basic literacy and numeracy skills is beginning to be more effective. The result of these improvements is that pupils are now starting to make better progress, although their work is still not of the standard that it needs to be.

Pupils are beginning to be more engaged in lessons because teachers are making lessons more interesting. Pupils report that work is now more challenging than it used to be. They also believe that behaviour is now managed more effectively, particularly since your arrival.

Governors' effectiveness is improving, but not at a fast enough rate. Governors now carry out visits to the school. They continue to rely too heavily on the information

they receive from school leaders and do not make effective use of their visits or meetings to provide robust challenge to leaders.

The local authority has provided extensive support to the school. The statement of action is a detailed document and links very well to the school's improvement plan. At times, school leaders have not been able to make the best use of the support that has been on offer. This has improved since your arrival because you have been able to coordinate and follow up the advice consultants have given.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may appoint one newly qualified teacher before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for East Sussex. This letter will be published on the Ofsted website.

Yours sincerely

Matthew Barnes
Her Majesty's Inspector