

Jolesfield CofE Primary School

Littleworth Lane, Partridge Green, West Sussex, RH13 8JJ

Inspection dates 18–19 March 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are catching up on their learning after some previously poor teaching, but too few are making rapid and secure progress in English, mathematics and other subjects from their various starting points.
- Teachers' expectations of pupils are not high enough to drive consistently good or outstanding progress.
- Too little of the work provided for different groups of pupils is matched well enough to their needs to offer consistently high levels of challenge.
- Standards in mathematics are not as good as in reading and writing in several classes.
- Some teaching does not probe pupils' understanding closely enough to be able to promote very good progress.
- Not all subject leaders are focusing their work to improve achievement directly on the quality of pupils' learning in their subject.
- Pupils have a limited understanding of other cultures and beliefs, and of the range of loving relationships and families represented in British society.

The school has the following strengths

- The headteacher leads improvement with a quiet, but steely, determination. She has driven improvements strongly and successfully, with the needs of all pupils in mind. As a consequence, this is a securely improving school.
- The headteacher is well supported by her senior staff. They are a cohesive and effective team.
- Improvements in the quality of teaching are led well and successfully.
- Pupils are safe and very well cared for.
- Governors offer good challenge to the school, using their very good understanding of its strengths and development needs.
- Pupils' behaviour is positive and respectful. Pupils are keen and ready to learn when they arrive at school in the morning.
- Children in Reception make good progress because of the good teaching and the high expectations of their conduct and learning. Reception is a happy and vibrant place to learn.

Information about this inspection

- This inspection began as the fifth monitoring visit in connection with the school being judged to require special measures at its previous inspection. Inspectors deemed the monitoring visit a section 5 inspection at the end of the first day.
- Inspectors observed 10 lessons across all seven classes in the school, most jointly with senior staff.
- Inspectors met with senior staff, representatives of the governing body, other staff, groups of pupils, and a representative of the local authority, and had a telephone conversation with a representative of the diocese.
- The school’s development planning and self-evaluation documents, policies and safeguarding procedures were scrutinised.
- The 23 responses to Parent View were taken into account, and the views of some parents were canvassed by inspectors as they brought their children to school in the morning.

Inspection team

Alan Taylor-Bennett, Lead inspector

Her Majesty’s Inspector

Clive Close

Her Majesty’s Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Jolesfield CofE Primary School is smaller than the average-size primary school.
- The proportion of pupils who are disabled or have special educational needs is slightly below average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is below average.
- The school serves a rural community with relatively little ethnic or cultural diversity.
- The school meets the government's current floor standard which sets minimum expectations for attainment and progress.
- Children attend full time when they join the Reception class.
- The school benefits from advisory headteacher, and other, support from Upper Beeding Primary School, and from its work with St Lawrence CE Primary School, a local teaching school.

What does the school need to do to improve further?

- Improve the quality of teaching, by:
 - capitalising on pupils' good behaviour by raising expectations and supporting pupils to make at least good progress by maintaining high levels of challenge throughout lessons
 - matching activities very closely to the needs of different groups of pupils, including those with disabilities and special educational needs
 - using assessment techniques such as high quality questioning to gauge, and to steer, learning throughout lessons
 - providing frequent opportunities for pupils to use mathematical reasoning and develop their problem solving skills in mathematics
 - improving the link between the learning aims of a lesson and the activities pupils undertake, especially in Key Stage 1.
- Improve leadership and management, by:
 - ensuring that all subject leaders use the quality of pupils' learning to guide and evaluate the impact of their work
 - building in more opportunities to broaden pupils' knowledge and understanding of other cultures, religions, and different family structures.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement because they are not yet driving good or better achievement and teaching; although the school is improving securely and some aspects are already good.
- The headteacher has driven improvements with a quiet determination and with success. Parents' obvious satisfaction with the quality of the leadership of the school in Parent View and in discussions with inspectors is very well founded.
- There is a good range of approaches taken to improving the quality of teaching, and their steady implementation has resulted in a consistency of approach across the school, and an acceleration in the learning of all groups of pupils.
- A large number of successful improvement strategies are captured in a very detailed development plan, which is used well to steer actions and to review progress. Week-by-week detailed actions are drawn up from this plan and senior staff ensure that they are carried out reliably. Their success is monitored closely by staff and governors, and summarised in the termly progress meetings attended by the local authority and the diocese.
- Senior leaders therefore have a very clear sense of the school's strengths and development needs. They rightly feel that the actions taken so far have brought the school on a long way since its last inspection. They are also accurate in their sense that the next stages of improvement will be to rework the strategies to improve the quality of teaching, and pupils' achievements, to become good and better.
- The more stable staffing in the school now, and the associated greater sense of common purpose, enable teachers and teaching assistants to work together well to a common set of objectives. Every opportunity is taken to strengthen good relationship across the school community. This is a culture which can support further improvements.
- Subject leaders in English and mathematics have set the standard for how to bring about improvements in pupils' achievements in these subjects. Staff who lead other subjects are beginning to follow their example. Useful work has begun in several other subjects, including a few initial lesson observations and scrutinies of pupils' work. However, there have been few opportunities so far for all subject leaders to gain a genuine sense of the quality of pupils' learning in all classrooms. This is currently limiting their capacity to drive learning forward strongly in their subject.
- Work in computing is developing impressively. The school benefits from staff with high levels of technical and curriculum knowledge. Pupils' learning in this area is very well organised and led. Coding is enjoyed by many, and there are opportunities to use the new learning platform both in school and at home.
- Safeguarding and child protection procedures are given an appropriately very high priority by all staff. All statutory requirements are met; training is up to date and the school's safeguarding policy has been recently updated and approved by governors. There is a palpable sense of care exercised by staff, and good attention given to the detail of child protection processes.
- The local authority has supported the school well. A lead adviser visits regularly and attends key meetings to gauge the progress being made against the action plan. She and the headteacher coordinate good support in mathematics and literacy from specialist advisers, as well as good support for newly qualified teachers. There is a strong emphasis on the accuracy of assessments of pupils' work as a part of this, which has enabled the school to be confident about how well standards are improving and what the next steps are. Support from the local authority has diminished recently as a result of the school becoming more confident in undertaking this work for itself.
- The diocese exercises oversight of the work of the school through its attendance at the regular progress review meetings. It offered useful assistance in discussions around the school's next steps soon after the last inspection.
- The work of an advisory headteacher from a neighbouring school, appointed and funded by the local authority, has been strongly influential in the success of the school. In the early days of the school being in special measures, this support consisted of guidance and specialist advice. It is now more of a fruitful partnership between the two headteachers, from which mutual benefit is derived. Their work together in this context has been a model of good practice.
- The curriculum has recently been restructured and there are now many more opportunities for pupils to undertake lively and imaginative work to stimulate better learning. The balance of time across subjects is broadly appropriate, and all subject leaders are beginning to define the content to be delivered, and the outcomes expected, at each stage in every subject.
- Opportunities to develop pupils' cultural awareness and social skills include participation in Jolesfield

Community Choir, and a range of other musical opportunities including school choir, drums and keyboard clubs, sports opportunities such as short tennis, table tennis, and netball, and helping in a new allotment area. A recent school-wide fascination with skipping has promoted high levels of cooperative play in the playground, and the development of some impressive skipping skills! Bikeability training was underway for Year 6 at the time of the inspection and pupils took part enthusiastically, learning how to stay safe and develop their riding skills and traffic awareness.

- Some pupils show a good grasp of ideas around democracy, voting and how they can appropriately influence decision making in the school. Some issues around the use of playgrounds by some year groups have been resolved by staff and pupils working together to define the nature of the problem and then arrive at solutions which everyone wants to make work. This has improved the quality of playtimes for all.
- Few pupils have much knowledge and understanding of ethnic and cultural diversity at the level required to be well prepared for modern British life. The school is aware of this, and of its importance in its aim to tackle discrimination. Pupils learn about different religions, and there have been potentially useful links established with a school in Crawley with a much wider range of different cultures and religions represented. However, more remains to be done to give pupils an insight into how diversity may be celebrated. Senior leaders are aware that their promotion of pupils' understanding of different kinds of loving relationships and family set ups is limited, because pupils are not given well planned and carefully thought through opportunities to learn about them.
- In other respects, the school promotes equal opportunities well. All analyses of pupils' achievements involve a close scrutiny of the progress of groups vulnerable to underachievement, including pupils from less advantaged backgrounds and those with disabilities or special educational needs. The good rates at which gaps between the achievements of disadvantaged pupils are closing are a consequence of the pupil premium being spent well. It is used to provide more staff to lead targeted intervention in reading, writing and mathematics, to train staff, and to purchase specialist resources.
- The primary physical education and sport premium is spent appropriately on arranging specialist sporting events, sometimes from external providers, swimming instruction and equipment, staff training in athletics and other sports, and to support participation in netball and table-tennis leagues. The impact of staff training is useful, but the difference it is making to the proportion of pupils taking part in various sporting activities, and the extent of their involvement, are less well monitored.
- The school has prioritised working closely with parents since the last inspection. It has kept them well informed about changes and their impact. Recent work to involve parents more directly in supporting their child's learning has exciting potential and parents are responding enthusiastically. The recent mathematics workshops for parents were well attended. In a separate new initiative, several parents came into school to explain to pupils how they make use of mathematics in their jobs. Leaders are aware that this constitutes a strong start to a new kind of working relationship with parents which has significant capacity to support better achievement for pupils.
- **The governance of the school:**
 - The governing body is carrying out its responsibilities well. Governors have audited their own skills and have adjusted roles and responsibilities, and have undertaken a significant amount of very useful training in response. They now play an active role in the life of the school, canvassing the views of parents, visiting classrooms and sitting in on a range of meetings. As a result, they are well informed about the school's strengths, can use performance data well, and know exactly why and how specific areas for improvement on the action plan, including the emphasis on closing achievement gaps for disadvantaged pupils, have been prioritised. They use this good level of knowledge to exercise very good oversight, challenging and offering support to the school's leadership in appropriate ways across all key aspects of its work. Minutes of meetings demonstrate the clarity and focus of their contributions very clearly. They are well aware of the emerging strengths in teaching, and how it has to improve further, and carry out their responsibilities well with regard to rewarding good teaching with pay increases. They exercise equally good oversight of the school's finances and work closely with senior leaders to maximise the benefit that resources have on the learning and welfare of pupils.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons, listening to the teachers carefully and showing that they want to do their best. Opportunities to work in pairs or small groups are welcomed enthusiastically and are used productively.
- Although pupils show a great willingness to learn, too few have well developed strategies to test their own

understanding of the work rigorously. They accept help and guidance readily, but do not always spend long enough puzzling problems out for themselves or working with friends to arrive at a solution.

- Pupils themselves say that behaviour in lessons, and generally around the school, is good. They like the system of sun, clouds and rain clouds, saying that it sends them clear signals about when improvement is required in their behaviour and attitude. They show a mature understanding of the fact that some pupils have specific problems which cause them to lose concentration or occasionally disrupt learning; they say that such incidents happen, but are rare. These pupils are supported well.
- Behaviour on the playground is usually happy and cooperative. Instances of rough play are infrequent. Some concerns around how football could be played alongside other activities were resolved by teachers and pupils working together to arrive at a solution; pupils themselves now referee games and ensure that everything works smoothly.
- A large majority of parents are very happy with behaviour at the school, and many feel that any bullying is dealt with effectively.
- Pupils feel that there is an adult they can go to, to help them with any problems. However, some feel that concerns expressed about incidents of poor behaviour over lunchtime are sometimes not taken seriously enough.
- Attendance has improved over recent years and was above the national average last year. It continues to improve this year as a result of an appropriately assertive stance taken by leaders around any instances of poor attendance. Punctuality is good. Incidents of exclusion are rare, and this sanction is used appropriately.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are well cared for and the high levels of confidence expressed by parents about the safety of their children at the school are well founded.
- There is a culture of care and attentiveness to the welfare of children, and senior staff manage specific concerns well, working with outside agencies when appropriate.
- Safeguarding procedures are secure. Apart from some minor administrative issues, all procedures are in place and operate well.

The quality of teaching

requires improvement

- The quality of teaching has improved significantly since the last inspection, but requires further improvement because it does not yet promote good progress strongly and consistently enough.
- Teachers have raised their expectations of how well pupils can achieve, but more could be asked of pupils. Pupils themselves say that they enjoy higher levels of challenge and want to be helped to achieve more. The school is aware of this and has plans to adapt teaching to enable more pupils to make the progress expected of them, and to do even better, in Key Stages 1 and 2.
- All teachers check understanding, but only some probe carefully and identify specific aspects of pupils' grasp of an idea which need refining or clarifying. When this happens it is usually through close and skilful questioning, but this practice is not well established across the school.
- While teachers take some steps to give different work to pupils depending on their stage of learning, this is not refined enough to make sure all pupils are given the right level of challenge. This applies most notably to the more able pupils, and those with disabilities or special educational needs, for whom work is not always tailored precisely enough.
- Learning aims help many classes to have a clear understanding of the point of the lesson, and to help them to see how well they are doing. Occasionally, in Key Stage 1, activities are not associated well enough with these aims, and learning can lose its sense of direction and purpose.
- Marking is done regularly and makes a useful contribution to pupils' learning. Pupils value the advice offered in the feedback from teachers, and usually act on it effectively. Pupils enjoy the opportunity to mark each other's work, but sometimes this activity is not well focused enough to be strongly beneficial.
- Mathematics has been correctly identified as an area requiring faster improvement. There is a school wide focus on this subject, involving a range of activities including inter-school competitions, and there are signs of learning gathering momentum. The teaching of reading and writing is more secure and many pupils are ready for some exciting challenges to really test and develop their literacy skills.
- Teaching assistants make a useful contribution to pupils' learning. Some good practice seen during the inspection involved steady, structured questions being asked of pupils to stimulate thinking and steer them to their own solutions; occasionally, however, teaching assistants do too much for pupils.

The achievement of pupils

requires improvement

- Progress over the last year has been much faster than previously and has enabled pupils to fill in gaps in knowledge and understanding from previous years when teaching was not good enough. The majority of pupils in Key Stage 2 have nearly caught up on their learning. Few are yet moving beyond expected levels strongly and confidently, but they are now beginning to do so in some classes. Current gaps in attainment between pupils in Year 6 and national averages are equivalent to about a term in writing and in mathematics. Pupils' attainment in reading is near average.
- Pupils' achievements in Key Stage 1 are better than in Key Stage 2, as pupils have experienced more consistent teaching. The proportion of pupils on target to achieve end of Key Stage 1 assessments in line with national expectations is higher than in Key Stage 2.
- Pupils are making progress in reading and writing and most pupils have a good grasp of key concepts. Achievement in mathematics had lagged further behind over recent years, therefore with more catching-up needed. Although progress in mathematics has improved, the gaps between pupils' current attainment and national expectations for their age group are still bigger in some classes than in reading and writing.
- Pupils with disabilities and those with special educational needs are making better progress because teachers are becoming more effective at meeting their needs. Their achievement is not yet good because too little of the work is adapted well enough to promote rapid progress.
- The gaps between the achievements of disadvantaged pupils and others in the school and nationally are diminishing. There are very small numbers of pupils in this group in some classes, but an analysis of the progress of all disadvantaged pupils in the school reveals these differences to be small, and equivalent to one or two terms' learning in some areas, in some classes. This is a result of leaders' and governors' close focus on the achievement of these pupils, and the wide range of effective support strategies leaders and governors have put in place.
- More able pupils' achievement is improving so that, in Year 6, more pupils are on track to achieve the higher than expected levels than in previous years. However, the proportion remains lower than the national average, reflecting their previous underachievement. Leaders have a good awareness of this and are beginning to ensure better opportunities and teaching are provided so as to ensure these pupils make good progress.
- The proportion of pupils achieving the expected standard in the phonic screening check (which determines pupils' ability to associate sounds with letters and combinations of letters) matched the national average in 2014. This is expected to improve this year as a result of a greater concentration on this skill in Key Stage 1. Pupils are not yet making strong use of their phonics skills in lessons, to help them to develop better reading and writing skills.

The early years provision

is good

- Children's development when they join the early years is broadly typical for their age. Because of good arrangements for transition into the school, they quickly settle into daily routines and are ready and keen to learn well from the start.
- Teaching is good and enables children to make good progress through the year. The proportion achieving a good level of development is above average. Because of this, they are well prepared for their transition to Year 1.
- Children who join the early years with knowledge and skills below what would be typical for their age are quickly identified and provision is tailored to ensure that their progress allows them to catch up, especially in the key areas of literacy and mathematics.
- Children benefit from a calm, very well structured and nurturing environment. Staff are good at ensuring they feel safe and secure throughout the day. Because of the care and support they receive, children are confident learners and happy to share their ideas with their teachers and visitors to their classroom.
- Phonics skills are taught well and, because of this, children are well prepared for the demands of the Year 1 English curriculum.
- There are effective links with parents, and children have benefited directly from the opportunities presented to parents by staff to explain the content of the early years curriculum, including how phonics is taught. Parents expressed their confidence in how well the school cared for their children in the early years class and appreciated how staff were welcoming and supportive if they had questions about what their children are learning.

- Leaders are aware of the need to develop the outdoor area and funds are being sought to undertake this necessary work.
- Leadership and management of the early years provision are good. Adults work closely with each other to provide a stimulating learning environment. Because of this, children become confident and successful learners who ask questions and are interested in the activities provided. This good leadership makes Reception a happy, interesting, very well organised and stimulating environment.

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	453945

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Mr David Green
Headteacher	Mrs Susan Uff
Date of previous school inspection	13–14 June 2013
Telephone number	01403 710546
Fax number	n/a
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