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21 May 2015

Mrs Susan Uff  
Headteacher  
Jolesfield CofE Primary School  
Littleworth Lane  
Partridge Green  
Horsham  
RH13 8JJ

Dear Mrs Uff

### **Requires improvement: monitoring inspection visit to Jolesfield CofE Primary School**

Following my visit to your school on 20 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Strengthen the school improvement plan so that governors and school leaders can more easily evaluate the impact of their actions on the outcomes for pupils.

### **Evidence**

During the inspection, I met with you and your senior team, the Chair of the Governing Body and three governors to discuss the action taken since the last inspection. I also spoke with a representative of the local authority on the telephone. You took me on a tour of the school and I visited each class. I evaluated a range of documents, including the school's improvement plan. I also looked at some pupils' books.

## **Main findings**

You have acted quickly and effectively since the inspection, ably assisted by your senior team. You have rightly concentrated on improving the quality of teaching and learning. You are using a wider range of approaches to check that teaching is good enough, for example, through scrutinizing pupils' work, checking lesson plans, carrying out lesson observations and reviewing data on pupils' progress. Subject leaders play a greater role in gathering this information and using it to evaluate the quality of teaching. The information is used to provide training for teachers, including the opportunity to observe teaching in local schools, so they can pick up ideas. The school's information shows that the quality of teaching is improving. During my visit to classrooms, the atmosphere was purposeful and pupils were appropriately involved in a range of learning activities.

You show a clear drive for further improvement. The school's improvement plan is closely linked to the priorities identified by the inspection. The plan outlines appropriate actions and identifies the staff responsible for implementing them. However, it does not explain clearly enough how the actions are expected to raise pupils' achievement. Arrangements for monitoring actions and evaluating their impact are not precise enough. Other documents show that you have targets for pupils' attainment, which show clear milestones to check progress towards these targets, but these are not woven into the improvement plan. Including this information in the plan would make it easier for governors to know how well school leaders are improving teaching and raising standards. The plan would be more robust if the staff responsible for monitoring the implementation of activities were not the same people evaluating the impact of the steps being taken.

You have strengthened the rigour of meetings to review pupils' achievement. Class teachers present an analysis of pupils' progress, using wide ranging and reliable assessment information, to review whether pupils are on track to reach their targets. The special educational needs co-ordinator now attends these meetings to check that steps taken to support pupils with special educational needs are having a positive impact. When pupils are identified as not making enough progress, plans are drawn up to address their individual learning needs. In addition, leaders use this information to see where teaching needs to improve and this has provided a base on which to build a comprehensive staff development programme. Having identified weaknesses in reading, effective staff training from a local authority adviser has helped the school to put in place a new approach to teaching reading. Pupils now have opportunities to access a wider range of texts, are enjoying reading more and making faster progress.

You and your team have conducted a thorough evaluation of mathematics teaching to work out the changes required to improve pupils' learning. You know that teachers need training to improve their questioning of pupils in order to extend pupils' understanding. The steps you have taken to put this right are too recent to

have had a significant impact on improving mathematics teaching. However, signs are encouraging, as the school's own assessment data shows progress in mathematics is beginning to accelerate in many classes.

Governors have continued to provide good challenge to the school using their detailed understanding of its strengths and weaknesses. A governor with responsibility for diversity has been identified to strengthen this aspect of the school's curriculum.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school has made good use of the support offered by the local authority. The linked officer has helped the school to write the action plan, challenging school leaders when necessary. The local authority has also provided effective training for teachers to help them improve their teaching of reading.

Partnership with a local teaching school provides useful development opportunities for staff at Jolesfield.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for West Sussex.

Yours sincerely

Theresa Phillips

**Her Majesty's Inspector**