

Jarvis Brook Primary School

Hadlow Down Road, Crowborough, East Sussex TN6 3RG

Inspection dates

3–4 November 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The interim headteacher, along with other leaders, has brought about rapid improvements to the effectiveness of the school, including the quality of teaching and outcomes for pupils.
- There is a very strong team ethos and shared vision. As a result, all staff are working together for the benefit of the pupils.
- Leaders at all levels contribute to checks made on the school's effectiveness. Evaluations are robust and accurate. Plans for improvement are well targeted and effective.
- The interim executive board challenge leaders and hold them to account robustly.
- The overall quality of teaching is good. Lessons are purposeful, engaging and well planned. The effective use of questioning helps pupils to deepen their understanding of new concepts.
- Pupils achieve well at the school. The majority of pupils make very good progress, particularly in writing and mathematics.
- In 2015, pupils attained levels above the national average in all three key stages. Pupils reach high standards in other subjects, such as art and music.
- Disadvantaged pupils make exceptionally good progress. They are consistently closing the gap with their peers across subjects and year groups.
- Pupils show positive attitudes to their learning. They behave well. Pupils from different backgrounds learn and play well together because they share the school's ethos of respect for others.
- Pupils feel safe at school. Leaders make sure that systems to keep pupils safe are effective and respond to the individual needs of pupils.
- The Early Years Foundation Stage is good. Activities are well matched to children's needs. This helps children to make good progress.

It is not yet an outstanding school because

- More-able pupils are not consistently challenged across all subjects.
- The teaching of reading in Key Stage 2 is not as well developed as in writing and mathematics.
- There remain small groups of pupils who have not caught up with their peers in some subjects and in the current Year 2.

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.

What does the school need to do to improve further?

- Continue to improve the quality of teaching so that it is outstanding by:
 - ensuring that more-able pupils are consistently challenged across all subjects
 - sharpening the quality of the teaching of reading in Key Stage 2.
- Improve pupils' outcomes by ensuring that pupils in each year group make substantial and sustained progress from their starting points across all subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The interim headteacher, through her energetic, committed and nurturing leadership, has engendered the desire and urgency among staff to bring about rapid improvements to the effectiveness of the school. Ably supported by the senior leadership team, they have resolutely set the tone to raise what is expected of and for pupils. Consequently, the quality of teaching is now consistently good and sometimes better. Pupils' achievement has significantly improved.
- Leaders carry out a range of carefully selected and robust activities to check pupils' progress and the quality of teaching. They use this information to build accurate views of how well the school is performing. Leaders' plans make a difference to the quality of learning at the school because they are sharply focused on where improvements are needed.
- Due to leaders' effective monitoring, action and support, teaching is consistently good in all three key stages and improving further. Some teaching is outstanding. Leaders have taken decisive and effective action to increase pupils' progress.
- The new curriculum, introduced by leaders, has increased pupils' interest in their learning. Pupils are positive about the trips and visits which enhance their learning. There are rich opportunities for pupils to apply their literacy, numeracy and communication skills in other subjects. The curriculum ensures that pupils are well prepared for the next stage in their education.
- Arrangements for managing the performance of staff are effective. All staff have useful targets and are clear about how they will be held to account for pupils' progress. Alongside this robust challenge, leaders ensure that staff are supported and receive relevant training to allow them to succeed. This has been supplemented well by the work of the local authority. As a result, teaching is now consistently good and weaknesses have been eradicated.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school's inclusive ethos has effectively promoted pupils' respect for each other's differences. Consequently, pupils enjoy their time at the school, enjoy learning and are proud of their achievements.
- Fundamental British values are promoted well, for example pupils chose to sell poppies to their peers during their playtimes and understand the importance of Remembrance Sunday. Equality of opportunity underpins the work of the school. This is evident in the high priority leaders give to meeting the needs of all groups of pupils. Discrimination of any kind is not tolerated. All groups of pupils are now achieving equally well, reflected in the improved progress of pupils in all three key stages. This means that all pupils have an equal opportunity to succeed.
- Subject leaders provide effective support to the senior leadership team. They have received useful training from the local authority and so are clear about what they need to do to lead their areas of responsibility. They are now carrying out checks on teaching and learning in their subjects and have clear plans for how they intend to improve them further.
- Leaders use the pupil premium grant effectively. The number of pupils eligible for the funding is generally very small in each year group. Nevertheless, leaders have improved the progress these pupils are making across the school. Disadvantaged pupils in the previous Year 6 made much more rapid progress than their peers and so the gap in their attainment was successfully narrowed. There is a similar pattern for the disadvantaged cohorts currently in the school.
- The use of the primary sports funding is very effective. The school employs a knowledgeable and skilled sports coach who leads some physical education lessons and after-school clubs. Teachers plan and teach alongside him to improve their own practice.
- The school has strong links with the local authority. Leaders have made effective use of opportunities offered to them by the extensive support that has been given by consultants. This has ensured that the rate of improvement has remained urgent, but sustainable. The school is now well placed to improve further without external support.
- **The governance of the school**
 - The interim executive board (IEB) carries out the role of governance effectively. Members hold leaders to account effectively by asking searching questions about the school's performance. They are very knowledgeable about the performance of pupils and groups of pupils in the school. They rightly triangulate what they have been told by leaders through strong collaboration with local authority

advisers, who have completed scrutinies of pupils' work with leaders as an example. This means they are well aware of where there are strengths and weaknesses in the quality of teaching. The IEB challenge appropriately the link between staff performance and pay, and ensure that only good performance is rewarded.

- The interim executive board hold leaders to account for the careful management of finances at the school effectively. For example, they have rightly directed leaders to consider how staffing arrangements meet the needs of pupils. They have a good understanding of how well money is used by leaders, such as how the pupil premium grant is spent to narrow the gap for disadvantaged pupils.
- The arrangements for safeguarding are effective. All statutory requirements are met. Leaders ensure that all staff are aware of the latest statutory requirements and that this strengthens practice at the school. Pupils are very well cared for.
- Parents are now treated as partners at the school. Leaders have ensured that parents are well communicated with. Parents recognise the improvements that have been made at the school and have confidence in the work of the interim headteacher and teaching staff. As a result, parents feel more involved in their children's education and are rightly proud of what they are achieving.

Quality of teaching, learning and assessment is good

- The quality of teaching is consistently good across the school and sometimes better. Pupils achieve well because lessons are engaging and challenging, particularly in the core subjects. Teachers make effective use of modelling and questioning to help pupils to build on their prior learning.
- The teaching of writing and mathematics is very effective. Pupils are able to apply their skills across a range of subjects. The improved curriculum inspires pupils when they are writing in their English lessons. For example, the recount work of pupils from Years 5 and 6 following their recent visit to Hampton Court Palace was of a very high standard because pupils were able to apply what they had learnt in technical lessons to the positive experience they had on the trip.
- Pupils make good progress in mathematics because lessons are planned that capture the enthusiasm of learners, as well as building well on what they already know and can do, for example a lesson in Year 4 where pupils were investigating the properties of number. They were able to self-select the numbers they were using and were encouraged to use their reasoning skills through the skilled questioning of the teacher. Pupils enjoyed the challenge and responded well to the patterns that they found and the discussions with their teacher. Consequently, their understanding of number improved, as did their reasoning skills.
- The teaching of phonics (letters and their sounds) is effective. Younger pupils use their skills well when reading and writing and in subjects other than English. The teaching of reading in Key Stage 2 is less well developed. This is why the progress pupils make in reading, although significantly improved, is not as strong as that seen in writing and mathematics.
- Teaching assistants are skilled and used effectively by teachers to support learning. They have been deployed strategically to ensure that teachers can make good use of the specific skills that they have. This helps to ensure that their work is effective and helps pupils to make more rapid progress.
- The impact of teaching on achievement can be clearly seen in pupils' books and in the good progress being made by current pupils. Teaching has not yet secured rapid and sustained progress across all year groups and so is not yet outstanding.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. As one pupil rightly stated, 'our teachers want what is best for us'. Pupils now flourish in the learning environment that has been nurtured. Their self-confidence has risen significantly.
- Pupils have a clear understanding of the different forms of bullying and believe that there is no use of discriminatory language. Pupils believe that bullying is exceptionally rare at the school and this is reflected in the logs kept and analysed by leaders. On the very occasional times there have been issues, the school has responded swiftly and effectively.
- Pupils develop positive attitudes about healthy lifestyles. Sporting achievements are celebrated and

valued by the staff at the school. This helps to ensure that pupils feel the same. They enjoy physical education lessons and the clubs that are on offer to them. There is a high take-up for the sporting clubs on offer.

- There are robust systems within the school for keeping pupils safe. These include how the school assesses risks on school outings, for example. There are clear child protection and safeguarding policies which have due regard for the latest statutory regulations. Staff are well aware of their role in protecting pupils from harm. The school makes very good use of other agencies to support its work in this area.
- Pupils say that they feel safe at the school, and parents overwhelmingly share the same view. They know how to keep themselves safe, because they understand what risks they might face, for example when using the internet.
- Leaders have taken effective action to improve attendance. The school responds well to issues of poor attendance, for example by working effectively to support families of pupils who are persistently absent. As a result, current attendance rates are now very high in all year groups and show a marked improvement on the overall attendance for 2015, which was just below the national average.

Behaviour

- The behaviour of pupils is good. Pupils show strong attitudes towards their learning in lessons. They demonstrate resilience when activities are challenging and respond well to the feedback they receive from teachers and teaching assistants during lessons.
- Pupils behave positively in and around school. They play and learn cooperatively, regardless of their ethnicity or background. Pupils, parents and staff agree that pupils' behaviour is good and well managed because of the clear systems introduced by the interim headteacher. These are now consistently applied by staff. At times, a small minority of pupils still rely heavily on the guidance they are given by adults when managing their behaviour around the school. Leaders recognise that this is why behaviour is not yet outstanding and have appropriate plans in place to strengthen this in the future.
- Staff at the school know each individual very well. This has ensured that leaders have been able to make specific arrangements for the very small minority of pupils who find managing their own behaviour a challenge. As a result, the behaviour of these pupils is well managed and improves over time.
- Since the arrival of the interim headteacher, there have been no exclusions at the school.

Outcomes for pupils

are good

- Pupils make good progress from their different starting points in all three key stages at the school. This is because the quality of teaching is at least consistently good. Consequently, pupils now attain results higher than national averages in all three key stages.
- The proportion of children who left Reception in 2015 with a good level of development was well above the national average. This represented a significant improvement from the previous years' results. The learning observed during the inspection, as well as the school's own tracking of children's achievement, demonstrate that children currently are also making good progress from their different starting points.
- Pupils make excellent progress in phonics (the link between letters and their sounds) lessons in Reception and in Key Stage 1. By the end of Year 1, pupils' results in the phonics screening check were well above the national average in 2015.
- Attainment at the end of Key Stage 1 significantly improved in 2015 and was well above the national average. The proportions reaching the higher levels in writing was particularly high.
- The attainment of pupils at the end of Key Stage 2 also improved in 2015 and was above the national average in reading, writing and mathematics. The proportions achieving the higher levels significantly improved from those attained in the previous year. By the time they leave the school, boys attain levels that are better than boys nationally. This represents very good progress given the gap in their abilities when they enter the school.
- Improvements made to the curriculum have helped ensure that pupils also achieve high standards in a range of subjects, for example in music, physical education and art. Pupils are, therefore, well prepared for the next stage of their education.
- Pupils' progress during Key Stage 2 has also been improved and was broadly in line with national averages overall. The progress made by pupils across Key Stage 2 in mathematics and writing was well above the national average. However, the progress in reading was less impressive. This reflects the differences in the quality of teaching of reading in Key Stage 2 and is a contributing factor as to why

outcomes are not yet outstanding. The school's assessment information and work in pupils' books reflect that progress in current cohorts is improving further and is even more consistent.

- Disabled pupils and those with special educational needs make good progress. Leaders know and analyse the needs of these pupils well. Leaders work effectively with parents to ensure that there are strong links between what happens at school and at home. This makes sure pupils' needs are catered for effectively.
- Results in 2015 demonstrate that more-able pupils achieve well, particularly in English and mathematics. They are consistently challenged in these subjects. However, there remains work to ensure that the more able are consistently challenged across all areas of the curriculum.
- The progress of pupils eligible for pupil premium is very good. They are now making better progress than their peers in the school. Their attainment is, on average, above their peers nationally in reading, a term and a half behind in mathematics and just under two terms in writing. This is because leaders are making more effective use of the pupil premium grant and so disadvantaged pupils are now making rapid progress. This has been particularly the case since the arrival of the interim headteacher.

Early years provision

is good

- Provision in the early years is improving and is effective. Leaders have ensured that children benefit from enticing and stimulating activities that support their development in all areas of the Early Years Foundation Stage curriculum.
- Children take part in purposeful and engaging activities. Teachers ensure there are strong links between sessions they lead and when children have more choice about what they are learning. For example, in one session the teacher worked with the class to teach them some basic number using money. Children utilised this learning in their play later in the day because of the number of opportunities there were to role play buying and selling in the 'shop' and 'vet's'.
- Teachers' assessments are used appropriately to build up a strong picture of how well children are doing. Staff know the children individually and build up a strong picture of their strengths and weaknesses and use this to develop the learning environment to meet their needs.
- Children come into Reception with a wide variation in the skills expected for their age. Some come in with much higher skills than is typical. However, there are also significant proportions of children with skills that are much lower than you would expect. Nevertheless, the proportion of pupils reaching a good level of development was well above the national average in 2015, representing good progress. Work in children's journals and their achievement in lessons show that they make good progress from their starting points.
- Typically, boys enter the school with skills that are not as well developed as the girls. Consequently, the proportion of girls that leave the Foundation Stage with a good level of development is significantly higher than the boys, despite the good progress made by all children.
- There are very positive relationships and children play, learn and mix together very well. They behave well in lessons and around the school. Teachers help them to assess risk while they explore the world around them. Leaders ensure that pupils are safe. They are well prepared when moving into Year 1.
- Parents are very positive about the progress their children make in the Foundation Stage. They regularly talk about their child's learning with staff and have access to online profiles. They recognise the improvements made to provision and rightly believe their children make good progress.
- The leadership and management of the early years is good. Leaders have ensured that through their evaluations they have amended their provision to meet the specific needs of the cohorts they serve. For example, they have taken action to ensure that the environment better meets the needs of their lower-attaining boys. They have also ensured that additional funding helps to accelerate the progress made by disadvantaged children. Leaders know individual children very well, which is reflected in the useful assessments they keep in children's journals. Leaders, therefore, have a good understanding of the effectiveness of provision in the early years and so plans for improvement are well targeted.

School details

Unique reference number	114444
Local authority	East Sussex County Council
Inspection number	10005275

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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	Interim executive board
Chair	Mrs Penny Gaunt
Headteacher	Mrs Jacqueline Zadeh
Telephone number	01892 653033
Website	www.jarvisbrookschoo.co.uk
Email address	office@jarvis-brook.e-sussex.sch.uk
Date of previous inspection	November 2014

Information about this school

- Jarvis Brook Primary School is a smaller-than-average-sized primary school. There are seven classes from Reception to Year 6.
- 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.
- Children attend the early years on a full-time basis, starting in Reception.
- In 2015, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

Information about this inspection

- Her Majesty's Inspector observed 10 lessons across all three key stages, all of which were joint observations with the interim headteacher. He also observed part of a physical education lesson, listened to pupils read and scrutinised work in pupils' books.
- Her Majesty's Inspector met with pupils and talked with them about their work. Meetings were held with the interim headteacher, senior leaders, subject leaders, the chair of the IEB and a representative from the local authority.
- Her Majesty's Inspector reviewed a range of school documentation, including minutes of meetings of the IEB, information about behaviour, safety and attendance, the management of the performance of staff, reports from the local authority and checks on pupils' attainment and progress.
- Her Majesty's Inspector took into account 27 responses from parents and carers to Ofsted's online questionnaire, Parent View. He met informally with some parents at the beginning of school on the first day of the inspection.

Inspection team

Matthew Barnes, lead inspector

Her Majesty's Inspector

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