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Simon Trahern
Headteacher
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Dear Mr Trahern

Additional, remote monitoring inspection of Jolesfield CofE Primary School

Following my remote inspection with Alice Roberts, Her Majesty's Inspector (HMI), of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in December 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Since the previous inspection you have recruited a new deputy headteacher who took up post in September 2020. Two teachers have also gone onto maternity leave this academic year, which in a small school represents a significant change to the teaching team.
- Nearly one in five pupils had to be educated remotely over the autumn term 2020. No single year group was disproportionately affected.
- At the time of this inspection, three quarters of the pupils at the school were being educated remotely. A third of pupils with special educational needs and/or disabilities (SEND) and those identified as vulnerable were attending on site.
- The school had not had to deal with any significant staffing issues as a result of COVID-19 at the time of this inspection. The impact on school staffing has been relatively light. Leaders have had the capacity to cover any absences.

Main findings

- Leaders were quick to put in place digital remote learning right at the start of the pandemic. The headteacher spearheaded this initiative. He is now well supported by his new deputy in this work. Leaders have continued to strengthen the provision of remote learning since March 2020. They made the decision to provide the full curriculum throughout this period. Parents appreciate that leaders have responded to their requests for guidance to help their children with their learning. Parents and pupils are pleased with the remote education that the school provides.
- Leaders have been proactive in ensuring that everyone has access to the internet and is using appropriate devices. They have successfully engaged the local community in helping to supply laptops. As a result, all pupils have full access to online learning.
- Leaders made the decision that all pupils would access the same learning online. This applies to pupils attending school as well as those at home, so as to ensure equal provision for all pupils. Leaders had been planning considerable changes to the curriculum. They want to improve the organisation of the curriculum content. They have made a start on this review, which will cover all year groups and subjects. For now, leaders have had to delay the changes because of other priorities caused by the current circumstances.
- Leaders and staff have taken care to identify and support those pupils who may be vulnerable. They have placed a high value on the welfare of pupils and their families during this pandemic.
- Leaders have made the teaching of early reading a priority. Teachers make sure that phonics is still delivered every day. This has helped most pupils to continue to improve their reading throughout lockdown. Parents are able to collect a reading

book from school on a weekly basis. These books help pupils practise the sounds they are learning. Leaders identify who needs extra help to improve their reading. Teachers then provide additional support for those at school. They also work with parents of children learning from home to offer suggestions and guidance for additional reading activities.

- Leaders know how important it is to remove barriers to the learning of pupils with SEND. Teachers encourage vulnerable pupils and those with SEND to attend on site wherever possible. They frequently monitor those who work remotely. Staff make regular contact with the families. They provide thoughtful and often personalised support for parents to help their children.
- Governors are knowledgeable and well-informed about the progress the school is making. They are purposefully involved in the work of the school and mindful of the well-being of staff under the current circumstances. Governors meet with the headteacher regularly so that they can keep up to date with any new developments. They ask pertinent questions to assure themselves of the school's actions. Governors recognise that, despite the pandemic, the school still needs to focus on its areas to improve. Consequently, governors challenge leaders to continue to push ahead on priorities.
- Leaders have worked with a range of external partners. These include the local authority and the diocese. They have given practical support to the school to improve the quality of education and feedback on what actions leaders should take next.

Evidence

This inspection was conducted remotely. Inspectors held meetings with the headteacher, other senior leaders, pupils, staff, the chair and vice-chair of governors, and representatives of the local authority and the diocese to discuss leaders' actions to provide education to all pupils during a national lockdown.

Inspectors also discussed and looked at samples of learning that are being delivered remotely and pupils' work, as well as the responses to Ofsted's staff survey (16 responses) and Parent View (46 responses).

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Chichester, the regional schools commissioner and the director of children's services for West Sussex. This letter will be published on the Ofsted website.

Yours sincerely

Yasmin Maskatiya
Her Majesty's Inspector