



# Jarvis Brook Primary School

## Inspection Report - Amended

**Unique Reference Number** 114444  
**Local Authority** East Sussex  
**Inspection number** 289916  
**Inspection dates** 10–11 October 2006  
**Reporting inspector** Sheila Browning

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Hadlow Down Road
<b>School category</b>	Community		Crowborough
<b>Age range of pupils</b>	4–11		TN6 3RG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01892 653033
<b>Number on roll (school)</b>	147	<b>Fax number</b>	01892 662165
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	John Charman
		<b>Headteacher</b>	Lynda Welham
<b>Date of previous school inspection</b>	3 March 2003		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
4–11	10–11 October 2006	289916

## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Jarvis Brook is smaller than most schools nationally. Most pupils are from White British families and very few ethnic groups are represented. Pupils' mobility is higher than average and this is largely due to families moving into and away from the area. The school has been awarded an Artsmark and a Sportsmark award. The site is shared with pre-school provision in the form of a playtime playgroup, which occupies the old school building, and childcare services, which provide before- and after-school provision. The headteacher and special educational needs co-ordinator (SENCO) are newly appointed.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Jarvis Brook is a satisfactory and improving school. Following a rigorous review of the school's strengths and weaknesses by the new headteacher, areas for improvement were accurately identified as a matter of urgency, and particularly good support from the deputy headteacher and governors has allowed the school to move forward at a fast pace. Much has been achieved already. New systems, structures and support programmes are already securing improvements in teaching, learning and the curriculum. Leadership and management are now satisfactory overall. The newly appointed headteacher and SENCO already provide strong leadership, and although the deputy headteacher and curriculum co-ordinators have not yet fully developed into their new roles, the strong ethos of teamwork in the school means that it has a satisfactory capacity to continue to improve.

Children make a sound start in the Reception Year, where they make steady progress because of satisfactory teaching. Pupils' overall achievement in later years is also satisfactory overall, and standards in Year 6 are now broadly average after falling across the school in 2006. Achievement is still uneven between year groups and has been relatively weak in mathematics and for children of higher ability, but new initiatives in teaching and planning are already beginning to show a significant impact. Science is an area of strength. Teaching and learning are satisfactory but lessons are not yet good enough to overcome past underachievement and ensure that all pupils make consistently good year-on-year progress. The weaknesses in teaching have been clearly identified by the school. For instance, assessment information is not yet used consistently or well enough to help pupils learn and teachers' expectations of what more-able pupils are capable of have often been too low. The school is now providing teachers with good support, though it knows that more needs to be done. As one teacher said, 'we are all fired up to go!'

Parents are strongly supportive, and the pupils say how much better their school seems this term. In their opinion, behaviour is better, classrooms are more interesting and they enjoy their learning more, particularly when using information and communication technology (ICT) or partaking in the many extra-curricular activities, especially sports. The good focus on pupils' personal development and well-being results in their good behaviour and positive relationships. Pupils know how to lead safe, healthy lives and are suitably prepared for their future lives. Good links with external agencies are beneficial to pupils' learning and the care and support they receive are good. Nevertheless, academic guidance does not help all pupils well enough to achieve their best and the curriculum, whilst satisfactory, is not challenging enough for more-able pupils.

### **What the school should do to improve further**

- Raise achievement in mathematics, and for more-able pupils.
- Improve the quality of teaching, particularly by raising teachers' expectations of what pupils can achieve and by using assessment information and target setting consistently well to help all pupils achieve their full potential.

- Extend the roles of the deputy headteacher and co-ordinators to secure improvement and ensure that the recent pace of change remains sufficiently rapid.

## **Achievement and standards**

### **Grade: 3**

Children join the school with skills broadly at the level expected for their age, although communication, language, literacy and some mathematical skills are lower than expected. They make steady progress to reach average standards in most areas of learning by the time they enter Year 1. In the national tests in Year 2, in 2005, the school's results were significantly below average but were similar to those at the last inspection. In Year 6 in 2005, standards were significantly above average and had improved since the last inspection. In science, pupils' achievement was amongst the top 6% of those nationally. The school's national test results fell in 2006, but this was largely due to high pupil mobility and an increasing proportion of pupils with learning difficulties and disabilities. Pupils' current standards and achievement in lessons clearly show a stronger picture than the test results indicate and are satisfactory, although more-able pupils do not always achieve as well as they should and standards in mathematics are still lower than in other subjects across the school.

Pupils' achievement is uneven across different year groups, reflecting the quality of teaching and the curriculum. Pupils with learning difficulties and disabilities and those with English as an additional language achieve appropriately.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Relationships are positive and pupils respect one another in this calm learning environment. The school has effective procedures in place to monitor and encourage attendance, which is broadly satisfactory, and the positive attention given to the health and safety of its pupils ensures that they feel safe and secure. Pupils say they enjoy school and can turn to an adult if they have any concerns. They know and understand how to eat healthily and their involvement in physical exercise is a particular strength, with many taking part in sporting activities. The school council is working with the headteacher to identify issues of importance to the pupils such as bullying incidents and behaviour. Pupils organise fundraising activities to support national events and international disasters. Pupils' spiritual, social, moral and cultural development is satisfactory. Their strong moral and social development helps them to become caring and confident learners who are thus well prepared for their future lives, although this judgement is tempered by the relative weakness in the way the pupils' key skills in numeracy are developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching varies from satisfactory to good throughout the school. Teaching and learning are satisfactory in the Reception Year, where assessment provides an accurate profile of children's attainment and planning is well focused on the differing learning needs of pupils. Further up the school, most teachers are now beginning to use assessment information to target work more appropriately for pupils. Teachers' expectations and assessment are not yet sufficiently robust, which explains why more-able pupils are not all achieving as they should. Relationships are good and this helps pupils to be motivated. Teaching assistants support pupils well, particularly in small-group work and when helping pupils with learning difficulties and disabilities. Teaching is less effective when pupils spend too long listening to the teacher, or when what they are going to learn is not made clear to them. Sometimes marking usefully guides pupils about how to improve their work and pupils say this is helpful.

### **Curriculum and other activities**

#### **Grade: 3**

The improved curriculum does not yet provide enough challenge for more-able pupils. Pupils say science lessons are interesting and fun. School monitoring identified weaknesses in pupils' writing and mathematical skills and these are being tackled systematically. In Years 1, 2, 5 and 6, teachers already plan together, and this is harnessing improvement. Reception children have a suitable range of learning opportunities to help develop skills and independence. The outside area is used appropriately to support their physical development. A strong curricular emphasis on pupils' personal and social development helps pupils to become confident learners and to develop safe and healthy lifestyles. Many participate in the wide-ranging sports, arts and extra-curricular activities. Visitors, visits and a residential trip enhance pupils' experiences well. Good links with local schools enrich pupils' learning. Pupils benefit from a well-equipped environment with many good spaces for practical and outdoor activities.

### **Care, guidance and support**

#### **Grade: 3**

The care and support pupils receive are good. Good procedures ensure pupils' safety and well-being. Pupils say they know that adults will listen to any concerns they may have. A good focus is placed on promoting healthy lifestyles and breakfast and/or lunch is provided for pupils who need it. Younger children are well supported by a nursery nurse and good arrangements ensure they settle quickly. Academic guidance, though satisfactory, is inconsistently provided across the school. Teachers do not all track pupils' progress or use the information effectively enough to support learning. Pupils are rarely involved in assessing their own learning.

The SENCO is rapidly putting in place rigorous systems to support, monitor and track the progress of pupils with learning difficulties and disabilities. Teachers are being trained in identifying and supporting gifted and talented pupils. The school works effectively with outside agencies to support pupils. Parental links are strong. They are pleased with the way the school cares for its pupils.

## **Leadership and management**

### **Grade: 3**

The headteacher is the driving force behind recent changes. She took up her post just over a month ago. She is determined to get the best for and from the pupils. She is inspiring and helping staff to develop professionally. Some leadership and management roles are not yet fully developed. The deputy headteacher has provided strong support for the school during a turbulent period, but his efficiency has suffered from too great a teaching commitment in this relatively small school. Curriculum leaders are now clearer about their roles and the headteacher is beginning to hold them to account. Ongoing training is enabling them to understand the importance of monitoring and evaluating their subjects to secure improvement. Together, the headteacher and new SENCO are putting in place systems and structures to better support teaching and learning so that standards will improve. The school is particularly successful in its care and support for pupils' personal development. Most of the key issues from the last report have been successfully addressed. Nevertheless, there are still shortcomings in the provision for more-able pupils and in the roles of co-ordinators. Governors in key positions are supportive and are leading the way forward by ensuring that they act as critical friends to help the school respond to its future challenges.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school recently. We very much enjoyed talking and listening to you and seeing your work. Your new headteacher is working with the staff and governors to make sure your school continues to improve and you told us about the positive changes you had noticed this term. Some you told us how you were really looking forward to going on the residential trip and we hope that you enjoy it.

- These are the other things we particularly liked:
- We were impressed with your good behaviour and how well you work hard and get on with one another.
- You enjoy school and know how to lead safe, healthy lives.
- Your teachers take good care of you and look after you well in school.
- You enjoy your science lessons and you are doing really well in science.
- You have lots of choices in sports and arts and many of you take part in extra activities.
- We have also asked the school:
- To make sure you all do better in mathematics, and to help those of you who are more able to do as well as you can.
- To make teaching even better – particularly by expecting more from you, and by making sure that the work you do is at the right level to really challenge you; you can help by checking your own learning targets and working hard to meet them.
- To help those teachers with management responsibilities to make sure that the school continues to improve.

We know that you are keen to help and already many of you have positive ideas about how to make the school even better.