



# Jolesfield CofE Primary School

## Inspection Report

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**Unique Reference Number** 125985  
**Local Authority** West Sussex  
**Inspection number** 293425  
**Inspection dates** 5–6 December 2006  
**Reporting inspector** Eileen Chadwick

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

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<b>Type of school</b>	Primary	<b>School address</b>	Littleworth Lane
<b>School category</b>	Voluntary controlled		Partridge Green
<b>Age range of pupils</b>	4–11		Horsham RH13 8JJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01403 710546
<b>Number on roll (school)</b>	197	<b>Fax number</b>	01403 710762
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Vacant Position
		<b>Headteacher</b>	Christine Knight
<b>Date of previous school inspection</b>	20 May 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This average-sized primary school serves the local village and wider area. The school's social and economic context is generally favourable. The proportion of pupils with learning difficulties and disabilities is below average. Attainment on entry is above average, although there is a broad range. The school is smaller than when last inspected.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that is well placed to improve further. Strong leadership by senior leaders is ensuring that standards are rising. Parents are very pleased with the education provided. This was typified by a comment from one parent who said that 'the school has constantly striven to make improvements over the last few years under the leadership of the headteacher- and continues to do so'. The school provides high standards of care and strikes a good balance between promoting pupils' academic achievement and their personal development. Pupils' behaviour is excellent and this provides a springboard for all the school does. School leaders and staff work closely together, intent on raising standards further and making the school even better.

Pupils' achievement is good. This results from improvements to teaching and learning in recent years. Staff are well trained and good teaching and learning are raising achievement and standards. Children are given a good start in Reception, where they make good progress, especially in reading and writing. In Years 1 and 2, good progress continues so that by the end of Year 2, standards are well above average in reading and writing and above average in mathematics. Most pupils progress well in mathematics but the progress of the more capable pupils sometimes slows when they are not given enough challenge. Pupils in Years 3 to 6 make good progress. In many of these years, standards are well above average, but they are only above average in Year 6. This is because these Year 6 pupils did not reach such high standards when they were in Year 2 as the ones now being achieved throughout the school. Rising standards by Year 2 mean that pupils are now better prepared for their junior education than in the past.

The personal development of pupils is good. They thoroughly enjoy their lessons. This stems from a good curriculum that is enriched by a wide range of activities outside normal school hours and by exciting visits. There is good provision for gifted and talented pupils and those pupils with learning difficulties. Pupils are well cared for, guided and supported. The school's improved and effective assessment systems are a major reason why standards are rising.

Leadership and management are good and those of the headteacher are very good. She has been the driving force in the improvements seen since the previous inspection. Self-evaluation is accurate and has identified the right priorities for improving pupils' achievement. However, subject leaders are not as effective as they might be because they do not check the intended improvements in their colleagues' work robustly enough. The school has made good progress since its previous inspection; standards have been raised and its provision and ethos for learning have improved. There has been particularly good progress in improving ICT provision.

### What the school should do to improve further

- Improve the progress of more-capable pupils in mathematics in Reception and Years 1 and 2.

- Improve the effectiveness of subject leaders and increase opportunities for them to check the quality of teaching and learning across the school, and raise standards further in Year 6.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Pupils enter the school with above-average attainment and in Years 3 to 5, standards are well above average in English, mathematics and science. Pupils' good progress is not yet reflected fully in Year 6, where standards are above average. In Year 6, standards are not as high as those in other years, particularly so in mathematics, because these pupils had a weaker start in Key Stage 1 than the pupils who are following them through the school.

Children's good progress in Reception is particularly notable in speaking, listening, reading and writing. By the time pupils begin Year 1 they have reached the standards expected and some have exceeded them. Standards in Year 2 are well above average in reading and writing, and above average in mathematics. Standards in mathematics are not as high as in reading and writing because more-capable pupils' progress occasionally slows when the work set is too easy.

Standards in Year 2 in reading, writing and mathematics have been improving steadily over the past three years. Pupils now enter Year 3 well prepared for their junior education. In Years 3 to 6, pupils' good progress is driving up standards, with room for most improvement in mathematics. Many pupils read and write well for different purposes. Their imaginative writing is impressive. However, older pupils do not always write neatly. The school has put systems in place to improve standards of handwriting and to ensure this is taught more consistently throughout the school.

Pupils with learning difficulties achieve well and 'catch-up' programmes in Years 3 to 6 are particularly rigorous and effective in English. Gifted and talented pupils achieve well because of regular enrichment activities of good quality.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good and this underpins all the school does. Children make a good start in Reception and soon learn to take responsibility for aspects of their own learning. Throughout the school, pupils' behaviour is excellent. They are very enthusiastic learners because they find lessons exciting and fun. Attendance is good and consistently above the national average, an indication of the pupils' eagerness to come to school. Pupils have a caring and understanding approach to others. They make a good contribution to the community through supporting the work of various local, national and international charities. Their involvement in a wide range of community events through the local churches and village activities furthers their social confidence and well-being. Although improved since the previous inspection, more work is still needed to fully develop pupils'

understanding of other cultures through different subjects. Pupils have good understanding of healthy lifestyles and how to keep safe. The school council enables pupils to make decisions about school events and activities. Pupils are well prepared for their future working lives because their literacy, numeracy and ICT skills are well promoted.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have secure subject knowledge. This helps them to teach well and ensure pupils learn effectively. Good relationships between staff and pupils and the pupils themselves create a positive learning atmosphere. Interesting learning activities encourage pupils to want to learn. Teachers use ICT resources well to facilitate learning. Teachers use a wide variety of approaches which engage pupils' interest. These enable pupils to learn successfully through listening and watching as a complete class, as well as through individual and small-group work. Teachers' questions often challenge pupils to think. However, teachers do not always build in enough time for pupils to solve problems in mathematics. Occasionally, tasks do not demand enough of the more capable younger pupils. Regular specialist teaching for gifted and talented pupils enhances their learning.

### **Curriculum and other activities**

#### **Grade: 2**

In Reception, the curriculum is practical with a good balance between learning through focused teaching and purposeful play. Plans make sure more-capable children can learn within the National Curriculum when they are ready. Throughout the school there is good provision for developing pupils' literacy, numeracy and ICT skills. However, plans for extending more-capable pupils in numeracy are not consistently applied in Reception and Years 1 and 2. Curriculum planning and ICT provision are now good and much improved since the previous inspection. A good range of clubs and outside visits and visitors enhance pupils' learning and promote their well-being. Links with the local secondary school improve opportunities for specialist teaching for pupils in Years 5 and 6 in mathematics, science and design and technology. There are good opportunities for pupils to develop literacy and satisfactory opportunities for developing mathematics through other subjects.

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

#### **Grade: 2**

Parents value the warm, friendly and caring environment. The school makes sure that pupils are happy and feel safe and secure. A major reason pupils' achievement has improved is the good care and guidance they receive. Pupils know they have a number of adults they can turn to if they need support, including the recently appointed school

counsellor. Pupils with learning difficulties are well supported both emotionally and academically. Their good progress is evident in the improving standards. There are very secure child protection and health and safety procedures. The school has worked hard and effectively to improve the monitoring of pupils' academic progress. Assessment systems are thorough, especially for English and mathematics. This information is used to set individual targets for pupils. Pupils are made aware of their targets and what they need to do to get better, but teachers' marking does not always show pupils clearly enough how they should go about it.

## **Leadership and management**

### **Grade: 2**

The headteacher, ably supported by her deputy, leads the school very well. She has a very good understanding of the school's strengths and weaknesses, including an accurate picture of the quality of teaching. This has led to effective action to improve the quality of learning throughout the school. Good quality teamwork amongst staff means they work together in the quest to continue to improve the quality of pupils' learning. School leaders have handled falling rolls and staffing changes effectively with the minimum of disruption to pupils. The governing body also have a good understanding of the school's strengths and weaknesses. Governors have carefully managed the deficit budget, which resulted from falling rolls. Many improvements seen, such as in English and ICT, stem from good subject leadership. However, subject leaders do not have enough opportunity to check the quality of teaching and learning in their colleagues' lessons. The school improvement plan accurately identifies relevant priorities but does not show precise enough targets for raising standards. This limits the subject leaders' ability to evaluate the impact of actions taken to raise pupils' attainment. The good rate of improvement since the previous inspection shows the school has a good capacity to continue to progress.

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## 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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### 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	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

As you know, we visited your school recently. We really enjoyed seeing you at work and play and talking with some of you. I am writing to you to let you know what we discovered about your school. The school gives you a good education. These are some of the good things we found:

- You are making good progress in English and mathematics throughout the school.
- Your behaviour is excellent and you try hard with your work.
- You really enjoy your lessons and find learning exciting because you are well taught and teachers check your progress carefully.
- You have good opportunities to learn through visits, visitors and clubs.
- Teachers make sure you are well cared for and kept safe.
- Your headteacher and teachers work hard to make the school better.

A few things could be better, and here are the ways we are asking the school to improve:

- Make sure your work in mathematics in Reception and Years 1 and 2 is never too easy.
- Give teachers in charge of subjects better opportunities to check up on how well you are learning and make sure those of you in Year 6 do as well as you can before you leave.

You can help your teachers by continuing to work hard and making sure you tell them if you ever find your work too easy.

Thank you again for your help.