

Jolesfield Church of England Primary School

Inspection report

Unique Reference Number	125985
Local Authority	West Sussex
Inspection number	340889
Inspection dates	20–21 January 2010
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Rev William Harris
Headteacher	Christine Knight
Date of previous school inspection	5 December 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed the school's work, spending about 80% of the time looking at pupils' learning. Fourteen lessons and nine different teachers were observed. Discussions were held with the headteacher, teaching, support and administrative staff, governors, parents and pupils. The school's documentation was scrutinised carefully and included school improvement plans, the tracking of pupils' progress, staff and governor meeting records and safeguarding documentation. In addition, 91 parental questionnaires, 22 staff questionnaires and 108 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's data analysis of different groups, and the level of achievement of the current pupils
- pupils' personal development and the effectiveness of the school's measures to enhance their social development through their curriculum programme of topics
- the effectiveness of the school's strategies for assessment and analysis of progress, and how well pupils are involved in assessing their own learning
- after the recent changes, how effectively the leaders and managers at all levels, including governors, are enabling the necessary improvements.

Information about the school

This average-sized primary school serves the local village and wider area. Nearly all pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is below average. The majority of these pupils have early language or specific learning difficulties.

The school has the International School Award (silver level) and is now working towards achieving the gold level. In December 2009, they achieved Healthy Schools status.

Extended services provision is provided through JAsZ Club, the breakfast and after-school care facilities, which were not evaluated as part of this inspection as they are managed by a private provider.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Jolesfield Church of England Primary is an exceptional school due to the overall effectiveness of the management, the outstanding quality of pastoral care and the excellent progress pupils make. The headteacher and senior leaders provide highly effective leadership. Their evaluation of the school is very accurate, and they know the school's strengths very well and what needs to be refined further. Their consistent track record of raising standards to high levels through innovation shows that it has an excellent capacity to continue improving. As one parent wrote, 'Our daughter absolutely loves all aspects of school and so is learning at a fast pace.'

Pupils' personal development and their wider educational outcomes are excellent which helps their all-round achievement, both academic and personal. Throughout the school, pupils are enthusiastic learners. Pupils enter the school with skills and understanding that vary but are usually broadly in line with those expected for their age. Very effective organisation and careful assessments enable children to make excellent progress immediately in the Early Years Foundation Stage. This outstanding start is built upon well so that standards at the end of Year 2 are consistently above average. By the time they leave the school, pupils' standards are high because the teaching is never less than good, and often outstanding. Pupils with special educational needs and/or disabilities make similar progress. By ensuring good quality help from very well qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make excellent progress.

Over the last year, the staff have sought to provide an innovative and exciting approach to their whole-school curriculum, to inspire pupils to learn. This method is based on enabling pupils themselves to determine what they think they need to know, especially in early morning 'Learning Explorers' in the Key Stage 1 classes and in 'MOLT' (My Own Learning Time) sessions in the Key Stage 2 classes. An exceptionally well defined, and detailed, analysis of what skills pupils need and how best they can be acquired is based on this. As the school has recognised very occasionally there are times when the pupils' progress and admirable enthusiasm and involvement in their tasks does not lead to their work being recorded sufficiently or with the required care and precision and this is most evident in their written work.

Leaders do much to promote community cohesion but they are keen to lift provision to become outstanding in the future. With this in mind, although there are already very good links with a school in another and different area, they have identified that pupils could be further prepared for living and working in a culturally diverse society and leaders and staff are looking forward to promoting this by further widening links with other schools.

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What does the school need to do to improve further?

- Improve pupils' achievements, especially in writing, by ensuring they always record and present their work accurately and with care.
- Extend the school's provision for community cohesion by:
 - instigating the findings of the school's recent careful analysis to further develop pupils' understanding of the diversity of the United Kingdom
 - implementing the plans to link further with schools in other localities.

Outcomes for individuals and groups of pupils

1

Throughout the school, all groups of pupils achieve exceptionally well and they are very well prepared for their future economic well-being. Pupils quickly become independent and highly motivated learners. Pupils know they have to work hard to be given this independence, and they do. Not only do standards in English, mathematics and science show high levels of attainment by the time they leave the school, but pupils also do very well in other subjects. For example, music is a strength of the school. In particular, the standard of singing is very impressive. In all lessons, they demonstrate tremendous levels of enjoyment in their learning. All work confidently on their own or with others, and are able to concentrate well. This was true of younger pupils in a Year 1 lesson acting out the use of different coins in a mathematics lesson, and older Year 6 pupils engaged in sophisticated discussions after using pictorial evidence to enhance their character writing.

Pupils with learning difficulties, and those identified as gifted and talented, achieve extremely well because they receive effective support and challenge from both the teaching and the support staff. Pupils' books coupled with their work on display show a significant number of pupils working above the expected levels for their age in English, mathematics and science. The presentation and content of their books was not always as outstanding as pupils' interest and responses would indicate.

The pupils' keenness to succeed at school and in later life was demonstrated admirably in two assemblies on 'working together'. Such experiences make a significant contribution to pupils' excellent standards in speaking and listening, their high self-esteem and overall very impressive spiritual, moral, social and cultural education. Pupils' consistently showed high standards of behaviour and social skills. Pupils' knowledge of how to keep safe is very impressive. They are given an excellent grounding in good citizenship and in contributing to the community; for example, appointments as class and house captains, buddies, or as members of the school council. The school council has been responsible for the promotion of better sporting activities. These efforts, and the healthy schools initiative, have ensured that pupils have an excellent understanding of healthy lifestyles.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Observations of teaching confirmed that throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In all lessons, pupils are well motivated by the ideas and resources presented through a well thought out curriculum and are keen to please their teachers and other adults. This was evident in an outstanding lesson in Year 5, where the teacher's provision of sweets for the pupils to use to calculate and find equivalent fractions was inspired. As in most lessons, the pupils could hardly wait to join in the actions and share their thoughts and ideas.

Staff's high expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. This use of the individual pupil targets is very good and teachers always take the chance to reinforce, during lessons or through their marking, what the pupils need to learn next when the opportunity arises. In the most effective lessons, the careful planning is implemented with enthusiasm and care and these targets are used effectively. This was clear in a Year 2 English lesson where the teacher asked pupils to focus on specific types of bicycles in their topic. The pupils were enthusiastic and spoke confidently at the front of the class. The teacher's good use of praise and attention to detail was a reflection of the way in which in the best lessons teachers take all learning opportunities that arise.

Throughout the school, very positive relationships between staff and pupils contribute to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is excellent and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their exceptionally strong spiritual, moral and social development. The range of opportunities that pupils are given, through the modified curriculum and through the support given to different groups, is outstanding.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides inspirational leadership. This, in partnership with the very effective assistant headteachers, ensures that complacency is not tolerated. One way in which everyone follows the headteacher's exemplary lead is to relate extremely effectively with all pupils, parents and the local community. Teamwork is excellent and the administrative team, site manager and support staff are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work brilliantly together. The school knows itself very well and sets the right targets to become even better.

The governing body has been re-organised recently; 'Galvanised' as one governor put it. Although the full impact of their re-organisation is still to be seen, their enthusiasm is inspiring. They are now beginning to be fully involved in the process of school evaluation and they bring a wide range of skills to bear on this. They very effectively hold the school to account and help with development planning.

The school takes its duty to promote equal opportunities seriously. Leaders ensure that discrimination of any sort is not tolerated. Leaders value the opinions of parents and pupils and act upon these to ensure all are treated fairly. Procedures to safeguard pupils' well-being, safety and health are thorough and all members of staff are well trained in child protection routines.

The school has excellent partnerships with parents, carers, the church, local businesses and other organisations including global communities. The work with a school in Kenya has led to the International Schools Award. The link with another British school is used well, but the school has acknowledged that this provision needs to be expanded further to ensure that pupils gain an outstanding understanding that the united Kingdom is socially, culturally and religiously diverse.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make an excellent start to their education in the Reception class. The huge level of commitment and care shown by the class teacher and all the staff is evident in the way that all children settle into the school so well, and immediately begin to learn. Home visits and induction meetings enable the staff, children and their families to get to know each other and help make sure that starting school is a happy event. These visits also lead to the full involvement of the local community that continues right through the school. As one parent said, 'The school has done a fantastic job with the preparation of getting my child ready for school. I'm sure it has made all the difference and he loves school.'

Staff know the children very well and they ensure that the least able and most vulnerable progress well. All children are given a real sense of determining their own way forward, which guarantees their full involvement in all activities. The early morning child-initiated 'Fast Forward' (MOL) sessions are inspiring. The children all expressed great excitement as they embarked on the tasks they had set up the afternoon before. Children make rapid progress and achieve exceptionally well, especially in their language, social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times the class teacher engages and stimulates the children's interests. The enjoyment and concentration of the children as they opened the letter and parcels delivered during the story of the 'Naughty Bus' were particularly impressive. The use of the interactive whiteboards to praise the children's work by reviewing the digital photos that had been

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taken during the morning was excellent. The classroom is stimulating and resources are used exceptionally well as children move from one activity to another. The outstanding outside area provides the same exciting level of challenge and stimulation, especially for the more capable children. The morning it snowed was enjoyed by all, and led to 'puddle pictures' of all colours; memorable experiences for many children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents or carers who returned questionnaires or who spoke to the inspection team were very happy with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and the majority feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making excellent progress. Parents and carers were particularly impressed with the Buddy system between the Year 6 and Reception class pupils, and the pastoral support their children receive. The majority also felt that the school dealt well with any disruptive behaviour. Inspectors fully endorse these views. The small number of constructive parental criticisms were shared and discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jolesfield Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	49	38	42	6	7	1	1
The school keeps my child safe	56	62	33	36	2	2	0	0
The school informs me about my child's progress	41	45	41	45	9	10	0	0
My child is making enough progress at this school	36	40	41	45	12	13	1	1
The teaching is good at this school	43	47	43	47	3	3	2	2
The school helps me to support my child's learning	39	43	42	46	8	9	0	0
The school helps my child to have a healthy lifestyle	38	42	46	51	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	42	46	51	3	3	0	0
The school meets my child's particular needs	37	41	39	43	12	13	0	0
The school deals effectively with unacceptable behaviour	31	34	46	51	11	12	2	2
The school takes account of my suggestions and concerns	26	29	51	56	5	5	3	3
The school is led and managed effectively	43	47	46	46	3	3	1	1
Overall, I am happy with my child's experience at this school	48	53	40	40	5	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 January 2010

Dear Pupils

Inspection of Jolesfield Church of England Primary School, Partridge Green RH13 8JJ

Thank you for welcoming us to your school. We enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what those of you we spoke to told us ' Jolesfield is an excellent school. These are the main reasons why we thought the school was so good:

- You make outstanding progress and really try hard at all times. We were very impressed that you knew what to do to make your work even better.
- We saw that you know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council and Year 6 Buddies do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers ' all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

Your teachers are always trying to help you do even better in lessons. I have asked them to make sure that:

- You work hard to complete each task in full, and you present it tidily and carefully so that you do not make unnecessary mistakes.
- They find further ways to help you to find out more about how other people live in the United Kingdom.

If you continue to listen carefully and take note of what they say, then you will all continue to make excellent progress in your learning.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely

David Marshall

Lead Inspector

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