

Jarvis Brook Primary School

Inspection report

Unique Reference Number	114444
Local Authority	East Sussex
Inspection number	338365
Inspection dates	3–4 December 2009
Reporting inspector	Janet Simms

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	John Charman
Headteacher	Lynda Welham
Date of previous school inspection	0 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, held meetings with governors, staff and pupils and spoke to the school's improvement partner by telephone. Inspectors observed the school's work and looked at current and historic data, progress tracking information, the school's self-evaluation, records of the monitoring of teaching, strategic planning, governors' minutes, safeguarding records and policies, photographic evidence of events, pupils' work and much other documentation. Questionnaire returns from 56 parents and carers were analysed, together with those completed by pupils and staff.

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

- how well specific provision for more able pupils and those with special educational needs and/or disabilities meets their needs and challenges them to make good progress
- the degree of recent improvement reported by the school, especially where aspects were judged to have improved from satisfactory to outstanding
- whether the apparently improved quality of provision and of management are sustainable.

Information about the school

In this small school, a below-average proportion of pupils are from minority ethnic backgrounds and few do not speak English as their first language. A higher proportion of pupils than average have special educational needs and/or disabilities. This percentage is increasing as the number of pupils on roll rises, particularly as a result of a higher-than-average proportion of pupils with additional needs joining the school partway through their primary school education. The headteacher is on phased retirement, so she and an acting headteacher lead the school jointly. At the time of inspection a supply teacher was covering in Year 4 and there have been two recent appointments in Key Stage 2. The school holds several awards, including Artsmark and Sportsmark.

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?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. It has improved considerably since its last inspection, when the headteacher was newly in post, and now has some outstanding features. Pupils achieve well here, developing good academic and social skills, a lively enthusiasm for their work and evident enjoyment in their learning. Pupils' attainment now rises to above average by the time they leave Year 6, a big improvement from the last report, when it was well below average.

A determined, successful focus on improving teaching has been key to the school's overall development. Teaching is now good. The school accurately identified much slower progress in the lower juniors in previous years. Leaders have tackled this rigorously and achievement is improving as teaching improves, although the impact is partly masked by the rapid progress they make to catch up in Year 6. Staff recognise that they have not yet managed to even out pupils' progress across the school, and sometimes lessons in Key Stage 2 are not conducted at a sufficiently challenging pace or with enough attention to the needs of different ability groups to ensure that all pupils do consistently well. Staff are very keen to know how to do better and all, including those new to teaching, are well guided by senior staff.

Another key factor in moving things forward has been the exceptional degree of improvement in the curriculum, which is now outstanding. It provides an engaging, imaginative range of 'learning journeys' based on different ideas which stimulate pupils' interest and spirits. Finished work resulting from previous projects shows good learning and good quality, imaginative presentation and illustrative work by pupils of all abilities. Learning is much deeper than this, however, because pupils talk with knowledge and intensity, which shows they have been inspired by experiences such as Year 6's visit to Bodiam Castle, which enhanced their current project about the medieval period. Another example is the Key Stage 1 project about 'fire and ice', where pupils' huge, very high quality three-dimensional group sculptures of fire and ice dragons are suspended from corridor ceilings. These testify to very good skills development in subjects such as art and design and technology.

Outstanding pastoral care, guidance and support are strengths of the school. Parents of pupils recently enrolled comment particularly favourably on how well their children have settled and how welcoming and friendly adults and other pupils are. Behaviour is outstanding. Pupils feel safe and have an excellent understanding of healthy lifestyles and fitness. Many comment positively on their 'brilliant' sports programmes and extra-curricular clubs. Pupils take pride in their achievements, including those which show their high level of contribution to the community, such as the choir's singing in the local Assembly Halls on the evening before the inspection. Excellent individually tailored

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provision for pupils with special educational needs and/or disabilities includes a wealth of additional support which is increasingly carefully monitored and evaluated. These pupils do as well as others, with some excellent examples of individual achievements. While provision in lessons to stretch more able pupils is usually good, the school rightly prioritises the need for a similar individually personalised learning approach for these pupils to improve their progress further, especially in writing.

Leadership and management are good, with aspects which are outstanding. The complementary strengths of the two headteachers provide a good balance to sustain the school's forward momentum. Permanent staffing is not fully complete, but good recent appointments and redeployments within the school provide good capacity for future improvement. Self-evaluation is accurate, including judgements on how far the school has improved. The governing body is increasingly well focused on how to improve standards and learning and supports the school well.

What does the school need to do to improve further?

- Improve teaching so it is consistently good or better, especially at Key Stage 2, by:
 - maintaining a good pace of learning throughout all phases of lessons
 - planning work to match the individual learning needs of all pupils more finely.
- Extend the successful personalised approaches to learning for pupils with special educational needs and/or disabilities to provide more individual challenge for able pupils, especially in writing.

Outcomes for individuals and groups of pupils**2**

The quality of learning in lessons observed during the inspection was typically good, reflecting the recently improved quality of teaching. Pupils of all abilities were seen to be making good overall progress. Pupils' progress in Years 3 and 4 was slower than in other years, though it improved in Year 3 last year and is now improving in both year-groups. In a good mathematics lesson about addition observed in Year 3, for instance, pupils progressed well. They were improving their calculation strategies effectively using interesting resources, and could explain clearly how they had worked out their answers. In a Year 4 geography lesson about wind speeds, however, pupils behaved well and were making the progress expected because activities interested and engaged them, but planning to stretch the more able was insufficiently detailed. The standards seen in lessons and pupils' books in Year 6 were above average. In subjects other than English, mathematics and science, progress is equally good, with strong performance in the arts and sports, for instance. Presentation of work, including pupils' handwriting, is good because strong early teaching establishes high expectations. Information and communication (ICT) skills develop well, adding interest and variety to pupils' presentations.

Pupils' personal development is good, including the growth of their social, moral, spiritual and cultural understanding. Attendance has improved considerably and is now

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above average. Pupils develop good basic skills and excellent attitudes towards working in groups and pairs. These characteristics, together with their ability to work well independently, provide a secure foundation for future education and working life. Pupils' strong links with schools in different areas of Britain and overseas, especially in The Gambia where many are in regular contact with individual children, give them strong insight into the nature of societies elsewhere.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Provision has improved considerably in the last three years, moving the quality of the curriculum and of care, guidance and support from satisfactory to outstanding and the quality of teaching to good. Some outstanding teaching was seen during the inspection, and the school evaluates very clearly where strengths and areas for improvement lie. Improvement has occurred through effective teamwork between staff and the determination to provide well for each individual's needs. This has been achieved very successfully for lower-attaining pupils and the school is on its own 'journey' to develop such approaches for more able pupils. Assessment has improved significantly and is now

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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used as a key tool to move pupils on. Marking, for instance, gives pupils good advice so that they understand what to do next to improve.

Pupils' learning and enjoyment have improved enormously because the new curriculum has enthused pupils and staff alike. Innovative approaches such as the unusual 'black-line' drawing methods have had inspiring results. Some of these were seen, for instance in detailed drawings by Reception children, which show excellent control of equipment and keen hand-eye coordination. Similar work was observed in an excellent Year 2 writing lesson about penguins. This showed pupils of all abilities focusing outstandingly well in a very effective five-minute session adding surface texture to line drawings. Excellent teaching in Year 6 is moving pupils whose progress slowed in earlier years to a position where standards are above average overall in a class with a high proportion of additional learning needs. Where satisfactory teaching was seen during the inspection, it was mainly because of limited pace and challenge. For instance, in a Key Stage 2 numeracy lesson about fractions, the pace of learning flagged towards the close and because the level of challenge dropped, pupils' progress suffered, particularly that of the more able pupils. The school's monitoring records clearly identify such issues and show that teachers now respond well to guidance about how to improve.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Outstanding aspects of leadership and management include a commitment to including all pupils into the school and into everything it does. Good curricular management ensures that resources are targeted highly effectively at focused individualised provision for lower-attaining pupils. Helpful small-group or one-to-one activities occur in every little space throughout the day. Emerging talent, in sport for instance, is similarly well identified and nurtured. Safeguarding procedures are very diligent and exhaustive, creating a safe and secure environment for learning and personal development. An extensive variety of partners are used extremely well, contributing very effectively to pupils' well-being and curricular experiences. These also contribute richness and depth to good community cohesion.

The joint headship works well, with each contributing significant strengths so systems run smoothly and recognised weaknesses are tackled vigorously. Other senior leaders have settled well into their new roles and play important parts in planning and evaluation. The final key appointment, to take responsibility for literacy, is about to be

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advertised to bring the management team up to full strength. Leaders acknowledge that the school improvement plan is not yet sufficiently focused in terms of precise targets, but the priorities identified are the right ones to move the school forward.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Staff make very good use of indoor and outside accommodation to develop all areas of learning. The Early Years Foundation Stage is adjacent to Year 1, facilitating a smooth move because children are accustomed to the environment. The useful conservatory joining this unit to the main school has good free-flow access to a well-resourced outdoor area. This is being developed further to give more space for different types of outdoor learning. Equipment and facilities are good and adults work very effectively together. They use their good individual knowledge of children to plan, review and modify the exciting curriculum to suit everyone's needs and thus ensure good achievement across all areas of learning. This includes effective adaptation of work and resources for children with special educational needs and/or disabilities.

Teaching is good and some outstanding practice was observed in an excellent session about the Nativity. Here the teaching team gave children very imaginative opportunities to contribute and develop all sorts of ideas and to link these to how people would be feeling. They considered such aspects as what the weather would be like, in order to interpret these details into their black-line drawings later. Children's subsequent concentration and focus as they worked were excellent. Leadership and management are good, showing good awareness of what needs to be done and well-focused planning to improve things.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers are extremely pleased with the school's provision. Those who have moved their children into the school from elsewhere comment particularly favourably on the noticeable improvement in their children's academic and social progress since they arrived, and on how well they have settled. Several comment on the safe environment which makes their children feel secure. A number are impressed by the standard of teaching, care, guidance and support which their children receive, all of which have a highly beneficial impact on learning. A few concerns were raised about children having too much homework. This was discussed with leaders, who have agreed to monitor the amount given to ensure it is not excessive. A few others would like more information about their children's progress. A very small minority express concerns about the impact and management of recent staffing changes, which they feel have disturbed their children's learning and adversely affected staff morale. The inspection team explored this as far as possible with staff and governors and scrutinised many documents. They found no evidence to support the claim. The school recognises that the recent turnover of staff has led to changes of teacher for several classes, but this term staffing has stabilised in all but one year group. Teachers new to the school are settling in well and have good support from senior staff, so teaching has improved and the inspection team judges that the quality of learning overall is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jarvis Brook 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	54	24	43	2	4	0	0
The school keeps my child safe	28	55	23	41	0	0	0	0
The school informs me about my child's progress	26	46	27	49	2	4	0	0
My child is making enough progress at this school	30	55	25	45	1	2	0	0
The teaching is good at this school	35	62	18	35	2	4	0	0
The school helps me to support my child's learning	30	55	20	37	5	9	0	0
The school helps my child to have a healthy lifestyle	30	55	25	45	0	0	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)	21	37	25	45	2	4	0	0
The school meets my child's particular needs	29	53	26	46	1	2	0	0
The school deals effectively with unacceptable behaviour	31	55	18	32	6	12	1	2
The school takes account of my suggestions and concerns	26	47	15	27	7	12	2	4
The school is led and managed effectively	27	49	18	33	3	5	7	14
Overall, I am happy with my child's experience at this school	32	59	22	39	2	4	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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:	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. ■ 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.



5 December 2009

Dear Pupils

Inspection of Jarvis Brook Primary School, Crowborough TH6 3RG

Thank you very much for welcoming us to your school when we came for the inspection. We were very pleased to be in your lessons, to talk to you in a group and in your classes and to look at your work. I am writing to tell you what we found out.

Yours is a good school which has improved a lot since its last inspection. You progress well and leave the school with good levels of skill and understanding. Your behaviour is excellent, so you make the most of all the exciting things you can do in lessons. We were impressed with how well you understand how to keep healthy and fit. The huge range of clubs and sports you join in really helps this. We also felt that you make a really strong contribution to all sorts of communities, through your choir singing in the Assembly Hall or your letters to and from children in The Gambia, for instance. All this happens because your teaching and the leadership of the school are good. All the adults in school look after you really well and take good care to keep you safe and secure. They have made your learning much better and they are doing lots of successful things to make it better still for all of you.

Because we have such a short time in a school, we focus on certain things which the school knows about before we arrive. In your school, one of these was whether quicker and slower workers are doing as well as each other. We found that the school has some very good ways of making sure that slower workers do really well. Adults are working on ways to make sure that faster workers have more opportunities like these, and we have asked them to improve this for you. You can help by trying to think for yourselves what your own next targets might be. We also looked at whether the school has improved as much as it said, and whether this improvement can continue. We found that it has and that school leaders have the right plans in place to continue to make things better for you. We found that teaching has improved considerably because of these actions, and we have asked the school to make quite sure that you are making consistently good progress in all year groups. We know the school can't do everything all at once but the staff team is nearly complete now, so there should be fewer changes.

Thank you again

Yours sincerely

Janet Simms

Lead inspector

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