

Inspection of Jolesfield CofE Primary School

Littleworth Lane, Partridge Green, Horsham, West Sussex RH13 8JJ

Inspection dates: 3 and 4 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Pupils enjoy coming to school. From the very start, in the early years, staff get to know pupils well. They keep parents updated and regularly invite them into school to celebrate pupils' successes. Pupils exemplify the school's values of 'thankfulness, respect, teamwork, kindness and positivity'. As a result, as one parent reported to inspectors, 'Jolesfield feels like a community and it's lovely that the kids all know and support each other.'

Bullying is not tolerated. Leaders deal effectively with any unkind behaviour and help pupils to navigate any friendship issues. All pupils feel comfortable to report a concern of any sort, either by speaking to an adult or using a 'worry box'. They are rightly confident that teachers will act and look after them.

One pupil summed up the feelings of many when they told inspectors, 'I wouldn't change a single thing about this school.' Pupils learn valuable life skills. They enjoy the school's many clubs and trips, and take pride in leadership positions, such as 'digital leaders' and 'school ambassadors', which enable them to contribute to their school community. Staff set high expectations for pupils' learning. In lessons, pupils listen carefully to teachers' instructions and are eager to take part in activities. They achieve well.

What does the school do well and what does it need to do better?

Leaders have thoughtfully overhauled the curriculum. It is ambitious for all pupils and starts in the early years. In most subjects the curriculum is now coherently organised and accurately sets out the knowledge that leaders want pupils to learn over time. As a result, teachers know exactly what to teach and when. Children in Reception benefit from a well-thought-out environment and engage purposefully with a variety of activities designed to deepen their learning. They are well supported to develop the knowledge and skills needed to be effective learners as they move into Year 1. Pupils with special educational needs and/or disabilities (SEND) are supported effectively to follow the same curriculum as their classmates through careful adaptations. In a small number of subjects, where the curriculum is at an earlier stage of development, leaders are yet to finalise the learning into well-sequenced, small steps.

In most subjects, teachers deliver the curriculum well. They have good knowledge of their subjects, which enables them to explain new concepts with clarity, and to use questioning to check pupils' understanding effectively. Pupils benefit from regular opportunities to recap their learning. As a result, many pupils can confidently recall knowledge and subject-specific vocabulary. However, in the small number of subjects where leaders are still developing the curriculum, teachers are not guided well enough to design learning that helps pupils to build a secure body of knowledge. Consequently, pupils' learning is not as strong in these areas.

Pupils behave well. Staff set consistently high expectations for behaviour in classrooms and in the corridors. Only very rarely do teachers need to exercise any behaviour management. Pupils and staff have warm and respectful relationships. As a result, learning is rarely interrupted, and classrooms are calm and purposeful.

Reading is prioritised. Leaders have established a rigorous approach to the teaching of phonics and continue to refine how it is delivered. This starts in the early years. Pupils develop the skills required to read with fluency and accuracy. Leaders are working to ensure that the books that pupils are given accurately and routinely match the sounds that they know. Teachers regularly assess pupils' progress. Any pupils who need additional help receive effective support from adults to catch up. Pupils read with increasing confidence as they progress through the school. Leaders have carefully selected the texts used in lessons to help to foster a love of reading.

The moral and cultural development of pupils is a strength. Pupils derive an altruistic sense of pride from fundraising for others in need. The school's curriculum has a strong focus on equalities. Pupils are taught about respect and tolerance and the school values. This starts in Reception. Pupils were particularly keen to talk to inspectors about their recent learning about the Windrush generation, and how this helps them to reflect on human rights, celebrate commonalities and embrace differences.

The school is well led. Leaders and governors are focused on improving the quality of education for all pupils in this community. They have implemented effective systems to identify any pupils with SEND. Leaders are mindful of staff workload as they deliver improvements, and work to ensure that staff receive the professional development they need. As one member of staff said, 'We have a listening head.'

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of looking after pupils' well-being. All staff are trained to know what signs that suggest all is not well to be alert to. They know how to record worries about a pupil and do so accurately. This gives leaders effective oversight of any concerns. Leaders take timely and effective action when necessary, and work with external agencies to ensure that appropriate support is put in place for pupils and their families. Leaders take the same rigorous approach to support pupils whose attendance needs improving. Pupils learn about risks in their local community and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, including in the early years, leaders are still refining the curriculum. This means that teachers are not always clear on precisely what knowledge needs to be taught and when. Leaders should continue with their

improvement plans to ensure that teachers know how pupils' knowledge should build systematically over their time at school.

- Where guidance about the sequencing of learning is not yet clear enough, activities are not necessarily matched well to what pupils already know or need to learn. Teachers are not always building on secure foundations or are focused more on pupils' enjoyment than content. Leaders should ensure that teachers understand the components of learning that pupils need to learn and remember in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125985
Local authority	West Sussex
Inspection number	10268390
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair of governing body	Simon Crute
Headteacher	Vicky Price
Website	www.jolesfield-school.co.uk
Date of previous inspection	6 May 2021, under section 8 of the Education Act 2005

Information about this school

- At the time of the inspection, the school was not using any alternative provision.
- The school underwent a statutory inspection of Anglican and Methodist schools in July 2016 under section 48 of the Education Act 2005.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff, pupils and representatives of the governing body. An inspector also spoke with a representative from the local authority and the diocese.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, English and music. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils’

work. They also considered curriculum thinking and pupils' learning in other foundation subjects.

- Inspectors considered 86 responses to the Ofsted Parent View questionnaire. They took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leaders, spoke with pupils and staff, checked the school's records of safeguarding checks carried out on adults working at the school, and spoke with governors.
- Inspectors visited the after-school wrap-around care provision known as 'JAsZ club'.
- Inspectors met with the school special educational needs and/or disabilities coordinator.

Inspection team

James Stuart, lead inspector

His Majesty's Inspector

Zoe Enser

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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