

Rose Green Junior School

Inspection report

Unique Reference Number	125818
Local Authority	West Sussex
Inspection number	359947
Inspection dates	13–14 October 2010
Reporting inspector	Michael Sutherland-Harper

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Diane Willson
Headteacher	Linda Slinger
Date of previous school inspection	19 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 lessons taught by 11 teachers and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at documentation, including the school development plan, the School Improvement Partner's reports, minutes of meetings of the governing body, policies and data about pupils' attainment and progress. The team analysed the responses to 100 questionnaires returned by parents and carers in addition to those completed by pupils and staff.

◆ The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of pupils' skills in writing and mathematics.
- The effectiveness of teaching in meeting the needs of groups of pupils, including the gifted and talented and girls.
- The use of assessment and target setting to ensure that pupils make good or better progress. The development of the curriculum to contribute to progress in achievement
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Information about the school

This school is much larger than the average-sized primary school. Pupils come from the local area. Almost all pupils are from White British families and the vast majority speak English as their first language. The proportion of pupils from minority ethnic backgrounds is below the national average. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of pupils with special educational needs and/or disabilities is above the national average but the number of those with a statement of special educational needs is below. The school holds a number of awards, including Healthy School status.

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. Strong relationships with adults and opportunities for enrichment lead pupils forward. As one parent put it, 'My child has engaged with her teachers well and been stimulated by a creative curriculum.' Good attendance and pastoral support contribute well to continuing improvement.

Pupils settle in well and make good progress as a result of teaching which is now consistently good and which has improved since the last inspection. Boys and girls make similar progress and girls increasingly and competitively take the lead in lessons. Curriculum enrichment offers many interesting opportunities for pupils to engage with subjects. As a result, more-able pupils are increasingly extended by the work they do, especially in English and in writing, and more gifted and talented pupils reach the highest levels across all subjects, including mathematics, where progress has been a little slower. Assessment systems in English, which helped to raise standards in the subject, have been shared with other subjects. Clear targets are now set for pupils. Marking is more consistently evaluative but opportunities for pupils to take their own work forward, such as through adding a written comment on their own progress, are at an early stage of development. Following improvement in writing skills, the school is now working to raise standards in mathematics through a variety of strategies and resources designed to engage pupils. Teachers have added challenge to all subjects but overcomplicated explanations sometimes mean that pupils have difficulty understanding what is expected of them. As a result, progress, although good overall, occasionally slows down while explanations are reworded. In mathematics, especially, teaching assistants are inconsistent in taking forward the learning of pupils with special educational needs and/or disabilities although gradual improvement in their performance is now underway. More effective tracking and monitoring and increasing communication with parents and carers add to the current upward trend.

Pupils show good awareness of the need to stay safe and to have a healthy lifestyle and are careful to ensure that their fellow pupils do the same. They participate well in sports and physical activities and shared their great success in growing some enormous pumpkins in their garden area. They welcome every opportunity to participate, such as in two excellent assemblies which helped them to reflect on moral, social and cultural issues. They are confident that behaviour is good at the school and their parents and carers reflect their feeling that pupils are safe at school.

◆ The headteacher and her senior team are clear about the ways in which the school needs to move forward. They have worked steadily to develop teaching and learning through an innovative curriculum and more rigorous tracking and monitoring systems. Systems which raised standards in English, writing and science are now being applied to improve provision in mathematics and for pupils with special educational needs and/or

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disabilities. Because of accurate self-evaluation, the school has moved forward since the last inspection. The school has developed cluster links and outside partnerships as part of its efforts to ensure the best provision and is beginning to analyse the impact of these efforts. An effective and knowledgeable governing body is working closely with the school to ensure that standards continue to rise because of careful planning for improvement. Outcomes, including pupils' progress, are improving and any remaining gaps are rapidly closing. As a result, the school has good capacity for further improvement.

What does the school need to do to improve further?

- Raise standards and improve achievement in mathematics by:
 - sharing best practice in adapting teaching to the needs of pupils.
 - ensuring challenge is realistic and put in terms that pupils can understand. embedding assessment strategies and improving marking so that pupils are more involved in taking their own work forward.
 - embedding assessment strategies and improving marking so that pupils are more involved in taking their own work forward.
- Accelerate progress for pupils with special educational needs and/or disabilities by:
 - using teaching assistants more effectively in lessons to support learning and assessment.
 - embedding strategies that teachers use to ensure consistency in supporting these pupils within the classroom.

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

Pupils' achievement is good. Attainment is broadly above average on entry and improves as pupils go through the school so that they leave with higher standards in English, reading, writing and science. More pupils are now reaching the highest levels in all subjects and this is aided by good availability and use of information and communication technology. Writing skills have been improved for all groups. There is good evidence of extended writing across a range of subjects stimulated by curriculum development. While attainment is rising in the school, in mathematics attainment is average although it is improving as a result of the strategies introduced. Girls are as adept as boys at taking the lead in class and both groups are keen to contribute opinions. Further challenge by teachers and support staff is being provided in some activities for pupils with special educational needs and/or disabilities so that they take their work forward at a faster rate. Behaviour is good and contributes to classroom progress. Attendance is above average. Pupils' good skills in literacy, information and communication technology and increasingly in mathematics prepare them well for the next stage of education and future life.

Pupils understand the need for safety and ensure that those around them are safe. Pupils help each other in and out of the classroom. They are prepared to take the lead in assemblies and other gatherings and to express opinions through the variety of activities in which they can become involved. Pupils understand the importance of exercise, healthy food and good health. The school has received the Healthy Schools award as a result of its efforts. Everyone is committed to activities to improve the school like Britain in Bloom for which pupils received a gold award. Excellent displays outline ways in which they can help

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each other and improve the community. Pupils are aware of the needs of the wider community and actively support fund raising for the needs of others. Pupils' spiritual, moral, social and cultural awareness is good and they are encouraged to develop independent thinking skills.

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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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

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

How effective is the provision?

Teaching is consistently good and improving. Good relationships, effective use of electronic technologies, development of investigative skills and increased challenge for the most able are evident across the school. For example, a good Year 5 English lesson on discrimination used role play and pupils' views to develop confidence and speaking and listening skills. Teachers have strong subject knowledge and make good use of time, review and questioning skills. Classroom support is often good, but best practice in adapting teaching to the specific needs of pupils by ensuring that challenge is appropriate and clearly understood by pupils is an area which needs further work. Further involvement of pupils in the marking process is needed to embed assessment strategies and ensure that they make the best possible progress. Teaching assistants are effectively deployed to support the learning of pupils but do not always work closely enough with teachers to address the needs of those with special educational needs and/or disabilities, especially in terms of expectations. ◆◆◆

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A good range of after-school activities, opportunities for topic work and enrichment and increased introduction of cross-curricular links contribute to good curriculum provision. All teaching staff show the school's commitment to these activities by leading school clubs. Good links between literacy and art and history and geography are reflected in excellent project folders compiled by pupils showing achievement at the highest levels for both girls and boys. Engaging activities lead most pupils to make good and improving progress. During the inspection, a clay morning was eagerly anticipated by pupils in art. The attractive outside environment is particularly well planned and is used extensively for teaching and learning. Focused work is underway in mathematics and for pupils with special educational needs and/or disabilities to ensure more effective mastery of skills, including through cross-curricular references. ♦

Good care, guidance and support from all staff enable pupils to feel safe and valued. Pupils enjoy school and say that this is because the adults at their school care about them. The school is developing its pastoral systems so that it may more effectively respond to family and personal needs. Parents speak supportively about careful arrangements which ensure that pupils make a successful transition into the school and to their next school. The school works closely with outside agencies to successfully meet the needs of the most vulnerable pupils. Pupils, parents and carers feel that the school is a safe place to be because of the close relationships in the school.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and managers embed ambition and drive improvement well because they know what the school does well, the areas where it could be improved and how to do so. The headteacher has developed staff strengths effectively to take learning forward, in part through the creation of year group leaders and increased training. Rigorous monitoring and tracking systems are now in place to support pupils' progress. The programme to improve teaching and develop assessment has resulted in improved planning and recording. Together with the governing body, leaders are systematically tackling any remaining gaps in achievement through accurate self-evaluation and this has already led to improvements in writing and achievement at the highest levels. Leaders promote equal opportunities well and consistently tackle discrimination.

The experienced governing body works closely with the headteacher, has good knowledge of the school derived from regular visits and classroom involvement and is clear about priorities for improvement which are clearly set out in the school development plan. Its efforts to support and challenge the school make a clear contribution to ongoing

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improvement. Safeguarding is good. The school site is secure, members of the governing body and staff are well trained and safety features prominently in displays. Children and their safety are at the centre of every staff meeting. Partnerships between the school, external agencies and a host of local groups are good and help to take learning forward. The school promotes community cohesion well. It has strong links with the local community and highlights its global links through regular charity fund raising, including the substantial sum raised recently to help children abroad with speech problems. Leaders and managers are looking to develop links with another school so that pupils can see their school in the national framework and add to their understanding. The school makes careful use of funding and staff resources to ensure good value for money.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Views of parents and carers

The very large majority of parents and carers are positive about the school. They are particularly pleased that their children are kept safe, enjoy school and are helped to have a healthy lifestyle. The inspection team also found this to be the case. A few parents and carers expressed individual concerns relating to the progress of their children and how the school meets their child's particular needs. These concerns were investigated. The inspection team found that the school provides good information for parents about pupils' progress and is constantly refining the ways in which it meets the particular needs of each child.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rose Green Junior 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	49	49	49	1	1	1	1
The school keeps my child safe	36	36	63	63	0	0	0	0
My school informs me about my child's progress	24	24	67	67	6	6	0	0
My child is making enough progress at this school	27	27	53	53	15	15	0	0
The teaching is good at this school	33	33	58	58	2	2	0	0
The school helps me to support my child's learning	28	28	59	59	7	7	0	0
The school helps my child to have a healthy lifestyle	34	34	58	58	6	6	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)	34	34	57	57	4	4	0	0
The school meets my child's particular needs	30	30	55	55	11	11	0	0
The school deals effectively with unacceptable behaviour	24	24	60	60	8	8	4	4
The school takes account of my suggestions and concerns	26	26	54	54	8	8	0	0
The school is led and managed effectively	36	36	48	48	9	9	2	2
Overall, I am happy with my child's experience at this school	45	45	42	42	4	4	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



15 October 2010

Dear Pupils

Inspection of Rose Green Junior School, Bognor Regis PO21 3NA

I was very pleased to visit your school recently with two other inspectors to look at its work and to see how well you are doing. Thank you for the welcome you gave us and for speaking to us about your school. These are the best things about your school:

- You enjoy school.
- We agree with you when you say that adults care about you and look after you well.
- You are polite, helpful and well behaved.
- The curriculum is helping to make learning more exciting.
- The headteacher and other leaders know what needs to be done to improve learning.

These are the things we have asked your school to do to make it better:

- make sure teachers explain clearly the challenges set for you in mathematics and allow you to comment on your own work
- share more of the ways in which teachers and teaching assistants can support you to make the best possible progress if you have special educational needs and/or disabilities.

Thank you again for telling us about your school and letting us see your efforts. All of you can help your school by asking for help whenever it is needed and sharing your best ideas whenever possible.

We wish you every success. ♦♦♦♦

Yours sincerely

Michael Sutherland-Harper

Lead inspector

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