

Rose Green Junior School

Raleigh Road, Rose Green, Bognor Regis, West Sussex, PO21 3NA

Inspection dates

13–14 November 2013

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not achieve as well as they could at the end of Year 6. Not enough pupils are attaining the higher levels of which they are capable, particularly in writing.
- From their different starting points, not enough pupils make the progress expected of them in reading, writing and mathematics.
- Too few pupils make good progress in reading, writing and mathematics.
- Teachers' expectations of what older pupils can achieve are not high enough. Teachers do not set work that is sufficiently challenging, particularly for the more able.
- Older pupils are not given enough opportunities in lessons to practise their writing skills and write at length.
- The quality of marking in books is inconsistent and pupils are not routinely given time in lessons to respond to the guidance given by teachers.
- Over time, the monitoring of teaching has not led to improved standards.
- The new headteacher has begun to develop the role of the subject leaders, but this has not yet had time to impact on teaching or pupils' progress.
- The governing body recognises that since the previous inspection pupils' achievement has not been good and that they need to further challenge senior leaders to raise standards. The governors have already set up an external review of governance in order to make improvements.

The school has the following strengths

- Pupils enjoy school, feel safe, behave well and show respect for each other and adults. There are good opportunities for pupils to extend their spiritual, moral, social and cultural awareness. Parents and carers are very positive about the school.
- The new headteacher gives clear direction to the work of the school. Together with a team of committed senior leaders and a determined governing body, he is beginning to improve the quality of teaching.
- Reading is taught well and standards are improving across the school.
- School leaders have introduced robust systems to check pupils' progress. This is helping teachers to identify earlier which pupils are falling behind and provide focused and planned support, which is helping to improve their progress.
- Teachers and teaching assistants skilfully question pupils and this helps them to extend their knowledge and understanding of tasks.

Information about this inspection

- The inspection team observed teaching and learning in 20 lessons and examined pupils' work in a range of subjects. Five of the observations were carried out jointly with the headteacher.
- The inspection team talked to pupils about their learning experiences at school and listened to pupils read.
- Meetings were held with key leaders and six members of the school's governing body. The lead inspector had a telephone conversation with a representative of the local authority.
- The inspectors looked at a range of documentation including records relating to pupils' progress, behaviour, attendance and safeguarding.
- The inspector took account of the 30 responses to the online questionnaire (Parent View), spoke with parents at the beginning of the school day and analysed 34 staff questionnaires.

Inspection team

| | |
|--------------------------------|----------------------|
| Gianni Bianchi, Lead inspector | Additional Inspector |
| Victoria Turner | Additional Inspector |
| Angela Podmore | Additional Inspector |

Full report

Information about this school

- This is a larger-than-average primary school.
- Most pupils are of White British heritage, with a number of other ethnic minority backgrounds represented in very low numbers. The proportion of pupils who speak English as an additional language is below that found nationally.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium provides additional funding for children in the care of the local authority, children of parents serving in the armed forces and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs and supported through school action is above average. The number supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the previous inspection the school has had changes in leadership, including a period of time with an acting headteacher. A new headteacher took up post in September 2013.
- There are three classes in each year group.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better and raise achievement for all pupils by:
 - raising teachers' expectations of what pupils can achieve, particularly in writing
 - making sure that work is sufficiently challenging in all subjects, especially for the more able pupils
 - planning more opportunities in lessons, especially for older pupils, to apply their writing skills and to write at length
 - ensuring consistency in the quality of marking and routinely giving pupils time in lessons to respond to their teachers' comments and fully understand what they need to do to improve their work.
- Improve the leadership of teaching by:
 - ensuring senior leaders rigorously monitor teaching and learning so that inconsistencies are eliminated, teachers' expectations remain high and learning is always challenging
 - developing the strategic role of subject specific leaders so that they can monitor and evaluate their subject areas and accelerate rates of progress for all pupils.
- Further improve the challenge provided by the governing body by:
 - implementing any recommendations resulting from the external review

Inspection judgements

The achievement of pupils

requires improvement

- Pupils enter the school in Year 3 with skills above those expected for their age in reading, writing and mathematics. As they move through the school, the quality of teaching has been too variable and the level of challenge, particularly for more able pupils, has been insufficient. By the time they leave school, some pupils do not make the progress expected of them and too few pupils reach their full potential.
- Over the last three years the proportion of pupils reaching Level 4 in tests at the end of Year 6 has been similar to the national average. However, pupils have not made good progress from their starting points and too few pupils have reached the higher National Curriculum levels, particularly in writing.
- Too often in the past, the checks that leaders have made on pupils' achievement, particularly the more able, have not been focused enough to identify where improvement is needed.
- Since the appointment of the new and ambitious headteacher in September this year, systems for checking pupils' progress are much improved and teachers are more accountable for the progress pupils make. This ensures that everyone has an equal chance of success and is preparing them for secondary education, including pupils from minority ethnic backgrounds and those who speak English as an additional language.
- The headteacher has made it his priority to strengthen the leadership of writing. New initiatives, for example children being able to draft, edit and improve their work, are beginning to have an impact on the quality of teaching of writing and the progress that pupils make during lessons.
- The school's own assessments of pupils at the beginning of Year 3 are secure. More frequent communication with local infant schools, early identification of gaps in pupils' learning and well-focused and planned support programmes are resulting in current pupils making faster rates of progress than in the past.
- The standards that pupils reach in reading are improving. Pupils read widely and often, they clearly enjoy reading and are confident when reading to an audience.
- The progress of disabled pupils and those with special educational needs is closely monitored. Teaching assistants know the pupils they support in lessons very well and help individuals to gain independence and make accelerated progress, so that current pupils are reaching similar standards to their peers.
- Year 6 pupils eligible for the pupil premium did not do as well as other pupils in the 2013 end of year tests. Results show that they were about 14 months behind their peers in mathematics and reading and 12 months in writing. However, this is an improvement on the 2012 results and current pupils are attaining levels in line with their peers. The school uses the pupil premium funding well to provide additional support to those who need it.

The quality of teaching

requires improvement

- Not enough teaching is consistently good or better to secure good achievement for pupils. The quality of teaching of writing in the lower juniors is better than in the upper juniors.
- Where teaching requires improvement it is usually because teachers' expectations of what pupils can achieve are not high enough and teachers expect all pupils to complete the same work. This is more evident in writing than mathematics, but it does happen in other subjects such as physical education and information and communication technology (ICT). The work is not sufficiently challenging and this frustrates the more able pupils and progress slows.
- Work in children's writing books shows very little evidence of older pupils being given opportunities to apply their writing skills and to carry out extended pieces of writing. This slows progress and does not allow pupils opportunities to reach the higher levels of which they are capable.
- There is too much variation in the quality of marking and teachers do not always make sure that

pupils are routinely given time to respond to their advice and, therefore, fully understand how to improve their work.

- Where teaching is good, the work is matched to the needs of all pupils and the learning is well paced. In a Year 6 mathematics lesson, pupils were fully engaged; as they worked through different challenges in relation to mode and median, the teacher carefully checked the progress that they were making. Consequently, she was able to provide further challenge and rates of progress were good. Pupils commented on how much they enjoyed mathematics saying, 'It's fun.'
- In a Year 4 writing lesson the pupils became 'writing detectives' as the teacher asked them to identify examples of personification as she read a text. High expectations and skilful questioning allowed the children to make good progress and to quickly apply this new skill to their writing. The children responded positively to the challenge and were very proud of their success.
- Pupils eligible for the pupil premium funding also receive planned and additional small-group and one-to-one support for reading, writing and mathematics. This extra support is ensuring that the attainment of these pupils is now similar to their peers. Work pitched at the correct level is ensuring that pupils are making at least good progress.

The behaviour and safety of pupils are good

- Pupils behave well at school and are thoughtful, polite and considerate. Positive relationships mean that they feel safe to answer questions in lessons and seek advice if they need it.
- Pupils feel safe and are well informed about keeping safe. Parents and carers who responded to the Parent View survey agree that behaviour and safety are good and all said that they would recommend this school to another parent.
- The school is inclusive and tackles discriminatory behaviour rigorously. Consequently, instances of unkind behaviour or bullying are rare. Pupils say, 'Teachers are kind and care for us all the time.' Pupils understand about different types of bullying, including cyber bullying.
- Pupils are proud of their school, attend regularly and exclusions are rare.
- Pupils are good at working together collaboratively and sharing resources.
- Attitudes to learning are generally good. Behaviour and safety are not outstanding because in lessons, where there is a lack of challenge, pupils lose interest and become disengaged. Consequently, rates of learning and progress are not as good as they could be.
- There are good opportunities for pupils to extend their spiritual, moral, social and cultural awareness. The wide range of opportunities through the school's creative approach to the curriculum and the variety of extra-curricular activities, for example cycling and a street dance club, contributes to pupils' enjoyment of school. Assemblies are well led and enhance pupils' spiritual development by allowing pupils opportunities for reflection.

The leadership and management require improvement

- Leadership and management require improvement because they have not led to good teaching or progress over time. The governing body therefore brought in an external consultant to support and further challenge school leaders and to hold them more accountable for pupils' achievement.
- Over the past two years, the leadership of teaching has not focused rigorously enough on making sure expectations remain high in all subjects and eliminating inconsistencies.
- The new headteacher, who has a clear vision for the school, and the other senior leaders have identified the correct priorities and set off on the right track to bring about improvements in standards. For example, strengthening the leadership of writing has already led to securing better teaching and this shows that the school has the capacity to improve.
- Work in pupils' books is well presented, but challenge for the more able pupils is more evident in

mathematics than in the writing.

- Equality of opportunity is at the heart of the school's work, although leaders realise that more has to be done to ensure all pupils, particularly the more able, attain the highest levels and make progress similar to, or above, the national expectations.
 - Senior leaders have begun to develop the role of subject leaders in order to ensure they have an impact on improving teaching and pupils' progress. However, this has not yet had time to impact on pupils' achievement.
 - The local authority has supported the school with a light touch approach since the previous inspection. Recognising that further support was needed to improve standards, the governing body brought in an external consultant to support and challenge the acting headteacher last year and the newly appointed headteacher this year. This has involved carrying out joint lesson observations of staff and work scrutiny of pupils' books.
 - Pupils enjoy physical education and understand how to keep healthy. There is a high uptake of after-school clubs. The government sport funding is used creatively to employ sports coaches to broaden pupils' understanding of physical education, health and well-being. It also allows for the professional development of staff.
 - **The governance of the school:**
 - Governors are fully aware that standards at the school require improvement. Their attendance at a recent staff training day is evidence of their commitment to school improvement. The governing body recognises that since the previous inspection the pace of improvement has not been fast enough and that they need to further challenge senior leaders. As well as using an external consultant, the governors have set up an external review of governance in order to consolidate their existing work and make improvements. Together with the new headteacher and other senior leaders, they are determined to make Rose Green a good school and are confident in their ability to further challenge, as well as support, senior leaders and raise pupils' achievement. Governors have a good understanding of the school's finances, understand how the pupil premium money is being spent and know that pupils' achievement is not yet good enough and requires stronger monitoring. They understand the procedures for linking pay awards to the quality of teachers' work and the necessity to set suitably demanding targets for the headteacher. Safeguarding requirements are fully met.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 125818 |
| Local authority | West Sussex |
| Inspection number | 426666 |

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

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| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 371 |
| Appropriate authority | The governing body |
| Chair | Mrs Diane Willson |
| Headteacher | Mr Philip Craig |
| Date of previous school inspection | 13–14 October 2010 |
| Telephone number | 01243 262317 |
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