

# Inspection of a good school: Rose Green Junior School

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

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Inspection dates:

10 and 11 May 2023

## **Outcome**

Rose Green Junior School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils receive an excellent education, both academically and in their wider development. They enjoy coming to school, where they experience an ambitious curriculum which aims to provide the best learning experiences for all. Leaders have exceptionally high expectations for pupils, including those with special educational needs and/or disabilities (SEND). They ensure the school values of 'looking after ourselves, looking after each other and looking after our planet' are woven throughout all that pupils do.

The headteacher's awards are highly prized and pupils work hard to achieve these. They are keen to succeed and want to learn more. There is a strong, caring ethos and relationships within the school are extremely positive. Pupils behave incredibly well and have been taught how to manage their emotions and behaviour. Where issues do arise, teachers tackle these quickly and effectively. Pupils feel safe.

Parents recognise the high-quality work of the school. One parent rightly noted, 'The school offers my child a valuable learning experience. The school has a wonderful ethos and my child looks forward to going every day.' This reflects the views of the vast majority of parents who commented on how well their children learn and how well they are supported.

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

Leaders have thoughtfully and reflectively built a cohesive and ambitious curriculum. They are rightly proud of what they have designed. This means that pupils learn deeply and achieve highly. Pupils enjoy learning about a wide range of subjects and they are very knowledgeable. Leaders ensure that pupils continuously build on what has been learned before. Teachers have high levels of expertise about the different subjects they teach. They systematically check pupils' knowledge to identify any gaps and address these

quickly. The needs of pupils with SEND are identified accurately. Staff provide precise and effective support to enable these pupils to make progress. Leaders have prioritised reading and those who need additional help are identified swiftly. Leaders and teachers focus on ensuring that pupils catch up quickly and are then able to keep up. This means those pupils become fluent readers, which allows them to access the full curriculum. Leaders monitor pupils' progress in reading closely, providing further support as needed. They have also built a strong culture of reading, which enables pupils to read with high levels of confidence and enthusiasm.

Pupils learn to be highly proficient mathematicians. They are taught to use the correct vocabulary and processes to solve problems. As with reading, teachers carefully identify any pupils who need additional support and ensure that they receive this quickly. Leaders make sure pupils have the strong foundations to build on as they move through the school. This is also the case in other subjects where leaders have clearly identified the knowledge pupils need, enabling them to discuss their learning with depth and accuracy.

Staff have the same high expectations for pupils' behaviour as they do for pupils' learning. Routines are fully embedded and pupils behave exceptionally well. They demonstrate high levels of respect for one another and for the staff. Pupils' wider development is also a high priority and leaders have taken a thoughtful approach to this too. Pupils are taught about building positive relationships, tolerance and democracy. Pupils hold a number of different positions of responsibility, such as being team captains, librarians and members of the school council. Many play an active role in improving the school. Leaders ensure that all pupils are able to contribute to school and community events, as well as taking part in trips and visits.

Staff are well supported by leaders. Leaders have carefully considered how they ensure workload is manageable. There is real purposefulness to all they do since their actions are always sharply focused on improving pupils' learning. Leaders at trust and governance levels are also aware of the importance of managing workload and regularly monitor this. As a result, staff are motivated and enjoy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding across the school. They are alert to risks and are proactive in identifying and managing them. They ensure that staff are knowledgeable and very well trained, frequently revisiting this learning. Leaders' systems are robust and they make sure the right support is quickly put in place. Leaders respond effectively to any issues that arise and address these immediately.

Pupils are taught how to keep themselves safe, including online. They are confident they know who to speak to if they have any concerns.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

## 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

<b>Unique reference number</b>	141600
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10256432
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Norman Rose
<b>Headteacher</b>	Philip Craig
<b>Website</b>	<a href="http://www.rosegreenjunior.co.uk">www.rosegreenjunior.co.uk</a>
<b>Dates of previous inspection</b>	26 and 27 September 2017, under section 5 of the Education Act 2005

## Information about this school

- This school is a three-form entry junior school.
- The school is part of the Schoolsworks Academy Trust.
- The school makes use of Chichester Forest Schools as an alternative provider.

## Information about this inspection

- Inspectors met with the headteacher, other school leaders, teaching staff, the chief executive, governors and a representative from the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also spoke with a range of other subject leaders, including art, history and French. They looked at a sample of work from these subjects and spoke to pupils about their learning.

- The inspector scrutinised a range of documents, including those relating to behaviour and SEND.
- The inspector met with the designated safeguarding lead. The single central record was also scrutinised. The inspector reviewed the school's safeguarding records.
- The inspectors considered the views of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

### **Inspection team**

Zoe Enser, lead inspector

His Majesty's Inspector

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