



Rose Green Infant School

Inspection Report

Unique Reference Number 125928
LEA West Sussex
Inspection number 282024
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector David Curtis AI

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

Type of school	Infant	School address	Hawkins Close
School category	Community		Bognor Regis
Age range of pupils	4 to 7		West Sussex PO21 3LW
Gender of pupils	Mixed	Telephone number	01243 262318
Number on roll	266	Fax number	01243 268201
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	20 November 2000	Headteacher	Mrs S Carter

Age group 4 to 7	Inspection dates 17 May 2006 - 18 May 2006	Inspection number 282024
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an above average-sized infant school. It is popular and oversubscribed. Children start school with standards which are average for four year olds. Most pupils are White British. The proportion of pupils with learning difficulties and disabilities is below average. Although increasing each year, the proportion of pupils entitled to free school meals is below average. The school has achieved eco status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, with some outstanding features. It gives good value for money. Inspection evidence supports fully the school's view of its own effectiveness as being good.

The quality and standards in the Foundation Stage are good. Teaching is good and children make particularly good progress in the key skills of reading, writing and number. In Years 1 and 2, pupils' achievement is good and they reach above average standards in reading, writing and mathematics by the end of Year 2. Pupils love school and are very enthusiastic learners. Behaviour is excellent. Attendance is good.

Teaching and learning are good. Teachers have high expectations of pupils and they are challenged effectively in lessons. Planning is a significant strength. Teaching assistants make a very strong contribution to pupils' learning. Currently, teachers do not tell pupils sufficiently how well they are doing or what they need to do to improve in subjects other than English and mathematics. The curriculum is good. Curriculum enrichment is very good, especially through the use of the excellent school grounds. Care, guidance and support are good. Pupils are cared for extremely well. However, support for their academic development is not thorough enough.

Leadership and management are good. The headteacher has a very good vision for the school's future. Improvement since the last inspection is good. Governors are very supportive and challenging. Together with the headteacher, their self-evaluation of the school's performance is accurate. Targets in the school improvement plan are not evaluated against improvements in standards. The school has good capacity for further improvement.

What the school should do to improve further

- build on the current initiatives to improve assessment in order to let pupils know how well they are doing and what they need to do to improve their work in all subjects
- develop the school improvement plan so that targets have clear and measurable outcomes linked to standards.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage. By the end of Reception, most work beyond the goals which they are expected to achieve. Their achievement in the key skills of reading, writing and number is particularly good. As the result of imaginative use of the excellent school grounds, children's achievement in knowledge and understanding of the world is very good.

In Years 1 and 2, pupils' progress is good. By the end of Year 2, standards in reading, writing and mathematics are above average. Achievement is good and pupils achieve

challenging targets. There is no significant variation in the achievement of boys and girls. Pupils with learning difficulties and disabilities make good progress. Most achieve the expected levels in the National Curriculum assessments at the end of Year 2.

Pupils use their literacy skills especially well in other subjects. In science, individual booklets made on 'Animal Groups' combine research and writing skills to a high standard. A notable feature of pupils' written work is the high quality of handwriting. Good standards are achieved in other subjects. Singing is very good and clearly enjoyed by pupils. In Year 2, pupils show a good knowledge and understanding of 'The Victorians'.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils love being at this school and attend regularly. They are extremely enthusiastic about many aspects of their work. One pupil said 'I wouldn't change anything in my school -- it's perfect'. Behaviour is outstanding. The playground is a hive of activity at break time with boys and girls of different ages playing very happily together. Bullying is very rare and dealt with swiftly and effectively. This is largely as a result of the excellent social and moral development in school. Pupils are encouraged to be friends through pupil 'Playground Patrols'. They understand how important it is to be kind and helpful.

Pupils' spiritual development is outstanding with a very large focus on appreciating the wonders of nature coming from the excellent outdoor areas and the school's eco status. Religious education lessons and assemblies give pupils the chance to reflect on wider issues. Cultural development is good. Pupils have a satisfactory understanding of other cultures by celebrating various religious festivals.

Pupils feel very safe in school. They are very confident that adults will sort out any problems. Pupils know about the benefits of healthy eating and enjoy exercise. They are involved in the community through local visits and the choir giving performances. Pupils' economic well-being is enhanced well. They are equipped with good literacy and numeracy skills. They understand the need to cooperate and work together.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning across the school are good. Lessons run at a brisk pace so pupils sustain involvement in their lessons. There are excellent relationships between adults and pupils. This gives pupils confidence to contribute in lessons, for example, by explaining why using hand spans cannot provide a reliable form of measurement. The pupils work purposefully as the aim of their lessons is always made clear. Planning very often ensures that the pupils' activities are well matched to their abilities. This is particularly effective in writing. Teaching assistants play a valuable part in lessons supporting pupils in tackling challenging work. In excellent lessons, the level of

challenge helps pupils achieve high level intellectual performance. The interactive whiteboard is well used to illustrate, explain and explore learning both by the adults and the pupils. In Reception classes, use of attractive resources, sometimes created by the children, helps to keep them interested and motivated. Teachers in all classes celebrate pupils work through vibrant classroom displays.

Pupils' work is marked regularly. Occasionally, this work is annotated with helpful comments which ensure pupils understand clearly why their work is good. However, such comments are not used consistently enough in subjects other than English and mathematics. In-service training is planned imminently to spread this good practice across the school. Feedback to pupils is best for writing. The quality of assessment is not as strong in other areas so pupils are not so clear on where they should focus to make best progress.

Curriculum and other activities

Grade: 2

Pupils enjoy a good curriculum which prepares them well for the future. The strong development of key skills in all year groups results in good standards in reading, writing and mathematics. The enrichment of the curriculum through well chosen visits, such as to the Weald and Downland Open Air Museum, deepens pupils' knowledge well. Themes such as 'The Victorians' are explored through a range of subjects. This results in a curriculum which is coherent rather than disjointed. Special events, such as 'Day of Action', significantly promote pupils' ecological awareness and actively involve them in recycling, growing vegetables and thinking about their use of energy. The curriculum for Reception children achieves a good balance of work inside and outside allowing them to be active. This generates positive attitudes to learning as well as ensuring their understanding is deeply rooted. The use of the school grounds results in outstanding spiritual development. The provision for multicultural development is satisfactory.

Care, guidance and support

Grade: 2

The school makes extensive efforts to ensure pupils' well-being is safeguarded. The governors regularly check the premises to ensure it is safe. Staff are trained in child protection procedures and adults working with children are screened to ensure they are suitable. There are excellent procedures in place to support pupils joining school, transferring to Year 1 and to move onto junior school. This does much to ensure pupils maintain good rates of progress and feel happy in school. Academic guidance is satisfactory overall. Assessment in writing gives clear direction as to what pupils need to do next to improve and their progress is tracked well. Similar procedures are being developed in mathematics. In other areas of the curriculum, academic guidance is not clear enough and assessment procedures are under review. This is identified as an action point in the school improvement plan. Pupils with learning difficulties and disabilities are supported effectively.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a very clear vision for the school's future. The school reflects on and evaluates its own performance accurately. There were no issues identified at the time of the previous inspection. However, the current priorities for improving the use of assessment in mathematics and guided reading are good examples of the school's commitment to raising standards even further. The reorganisation of management roles has given subject leaders greater shared responsibility in reviewing policies, schemes of work and assessments. The school improvement plan has clear priorities aimed at raising standards. However, the means by which their success is measured are not precise enough in relation to evaluation against improvements in standards.

The school actively seeks the views of parents through questionnaires. Pupils' views are sought more informally through lessons, especially in personal, social, health and citizenship lessons. The majority of parents feel that the school does take account of their concerns and suggestions.

Governors are very supportive of the school. They challenge the headteacher and set challenging performance management targets. Five members of the governing body are in school on a regular basis and this contributes to a very detailed understanding of the school's strengths and areas for improvement. The comment from the chair, 'We don't stand still, we are reaching forward all the time', reflects governors' strong commitment to school improvement. The school clearly has the good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome when we came to your school recently. We enjoyed talking to you in lessons and around the school. A particular thank you must go to those of you in Year 2 who gave up part of your lunchtime to talk to Mrs Lindsay.

You are very lucky to go to such a good school and a school with such lovely grounds. We noticed how much you enjoy your lessons and your playtimes. We think that the work you do in reading, writing and mathematics is very good indeed. Your handwriting is superb. The singing we heard in assembly was lovely and the way in which you smile when you sing is brilliant! You like your teachers and work very hard for them in your lessons. We noticed how much you enjoy it when you have the chance to use the interactive whiteboard.

There are two things that we think would make your school even better. The first is that we have asked your teachers to tell you how well you are doing and what you need to do to get better in all of the work that you do. The second is that we have asked your teachers and the school governors to make sure that the plan they write to improve your school has very clear targets so that they know when they have met their targets.