

Rose Green Junior School

Inspection report

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| Unique Reference Number | 125818 |
| Local Authority | West Sussex |
| Inspection number | 293364 |
| Inspection date | 19 September 2007 |
| Reporting inspector | Laurie Lewin |

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 on roll | |
| School | 361 |
| Appropriate authority | The governing body |
| Chair | Diane Willson |
| Headteacher | Linda Slinger |
| Date of previous school inspection | 5 November 2001 |
| School address | Raleigh Road Rose Green Bognor Regis PO21 3NA |
| Telephone number | 01243 262317 |
| Fax number | 01243 268107 |

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|--------------------------|-------------------|
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues: the quality of writing; the achievement of and provision for higher attaining pupils; how well assessment information is gathered and used; and the viability of current systems to evaluate performance and set plans for school improvement. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is larger than other junior schools nationally. The attainment of pupils entering the school varies but is usually above average. Most pupils are White British, with a small minority coming from a range of other cultural backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion known to be eligible for free school meals. The school has a new headteacher and deputy headteacher; they took up their appointments at the beginning of this term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education, ensuring that pupils make sound progress by the end of Year 6. It is a welcoming school with a happy atmosphere and it does particularly well in developing pupils' personal and social skills. It helps pupils to become well-rounded individuals who become confident and learn to enjoy their time at school.

Leadership and management are satisfactory. In a very short time the newly appointed headteacher and deputy headteacher have established an atmosphere in which the staff are continuing to develop as an effective team. Governors do their job well. They are well informed and give strong support to the school.

Teaching is satisfactory overall and often good. As a result, by the end of Year 6 pupils attain above average standards, although standards are higher in mathematics and science than in English. The school's results in the 2007 national tests showed improved performance in pupils' attainment and achievement compared to the previous year. Pupils' written work is often of good quality. For example, some groups of higher attaining pupils have produced interesting and very imaginative pieces of work. Also, very well constructed and well presented pieces of writing are seen in some of the pupils' topic folders. However, this quality is not seen consistently enough across the school. Pupils' handwriting, presentation and spelling are sometimes not as good as they should be.

Through careful analysis of test results, the school has accurately identified areas of pupils' work that needed improvement and laid effective plans to tackle these areas. This has resulted in a significant improvement to standards in mathematics. Plans are now well advanced to move the same kind of intensive focus across to improving pupils' writing. Teachers' lesson plans are usually detailed. However, lessons do not always cater sufficiently for extending the higher-attaining pupils. The provision for supporting pupils with learning difficulties and/or disabilities is good so that the individuals concerned make good progress. Teaching assistants are a key element within this good support.

Pupils' personal development is good. They behave well, are friendly and get on well with each other. They are healthy and fit. They fully enjoy the many sports activities in which they are involved and have a good knowledge of how to maintain a healthy diet. They feel secure at school and have a good understanding about how to work and play safely. Those spoken to showed that they are really proud of their school. Through charity fund raising work and the effective work of the school council, pupils make a good level of contribution to the immediate and wider community. They gain a good range of skills to ensure their success in the future.

The good curriculum is enriched by a wide range of extra activities, trips and visitors. Good use is made of local facilities to boost pupils' learning. For example, projects in different curriculum areas are linked with and carried out at Chichester Cathedral. The school has established many good links with other partner organisations and uses these links well; for example, widening training opportunities for staff by working closely with other schools, and boosting pupils' sports opportunities by working with the local secondary school, which has specialist sports status.

Provision for care, guidance and support is satisfactory. The pastoral support for pupils is very good. Staff know all individuals well and cater for their needs in a sensitive way. Academic support for pupils is sound. Some good practice was seen, where pupils were involved in assessing and reviewing the quality of their work. However, systems to assess pupils in English are not

precise enough and individual targets set are not always sufficiently well followed through. Teachers mark pupils' work regularly and some good marking helps accelerate their progress. However, this kind of practice is not consistently seen. Often the marking is not evaluative and does not make clear to pupils how they can improve their work.

The school's self-evaluation is thorough and detailed and gives a largely accurate picture of its strengths and weaknesses. The school sets reasonably challenging targets to help improve its performance. Discussions with key personnel indicate that there is a good level of expertise and understanding of what it takes to move the school forward. Coupled with a proven ability to make improvements, as shown in mathematics, and clear plans for the future, this means the school has a good capacity for further improvement.

What the school should do to improve further

- Improve the quality of pupils' writing throughout the school.
- Ensure that higher attaining pupils are always extended by the work they are given to do.
- Streamline assessment systems in English to ensure that clear targets are set for individual pupils and that these targets are consistently followed through.
- Ensure that the marking of pupils' work provides clear evaluative comments that help pupils know what they must do to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 3 |

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

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

20 September 2007

Dear Children

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

It was good fun coming to see you at your school last week! Thank you for making us so welcome, talking to us and helping us during the school's inspection. The inspectors especially enjoyed the good discussions they had with you. We learned a lot from talking to you. I think you would all make very good future inspectors! The school is now doing a satisfactory job. Your headteacher and staff have done a lot to improve things in mathematics, and if this is being read out to you in assembly, give them all a big round of applause now!

- Here are some of the most important bits of the report that we thought you might like to know about:
- You work hard in lessons and your achievement as you move through the school is satisfactory. Results in the last SATs improved, especially in mathematics.
- Your personal development is good. Most of you seem to enjoy school a lot and are very proud to be here. You told us that you feel safe and secure at school.
- You have a good curriculum which provides a wide range of interesting activities for you.
- Your teachers are doing a sound job of helping you progress and you get on well with all of the staff.
- The school does a good job of looking after you and there is always someone available to help with any problems.

To improve further, the school should now:

- help you to improve your writing even more
- make sure there are plenty of challenging activities for those of you who find some areas of work easy, so that you can push on even faster
- make sure that systems to check how well you are getting on in English are nice and clear for teachers so that they can set you clear targets and make sure you always reach them
- improve the marking of your work even more, with clear comments to show how you are getting on and exactly what you need to do to improve.

I hope you all really enjoy the rest of the school year and help the staff as much as you can to keep the improvements going.

Laurie Lewin Lead inspector

Annex B

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