

Rose Green Infant School

Inspection report

Unique Reference Number	125928
Local Authority	West Sussex
Inspection number	328423
Inspection date	5 February 2009
Reporting inspector	Eileen Chadwick

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	265
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ann Gwenlan
Headteacher	Susanne Carter
Date of previous school inspection	17 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hawkins Close Bognor Regis PO21 3LW
Telephone number	01243 262318
Fax number	01243 268201

Age group	4–7
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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 evenness of high standards in Year 2 and progress across the school, especially in reading, and impact of initiatives to improve reading, writing and mathematics.
- The extent of good and outstanding teaching through the school and impact on the achievement of different groups, especially more capable children.
- Impact of leadership and management at different levels on raising standards.

Evidence was gathered from lesson observations, discussions with pupils and staff, a review of the assessment data the school uses to track pupils' progress, and analysis of pupils' work. Other aspects of the school's work were not investigated in detail but the 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

Rose Green is an above average size infant school whose pupils are mainly White British. The number known to be eligible for free school meals is below average. The proportion with learning difficulties and/or disabilities, including statements of special educational needs, is lower than that seen in most schools. These pupils' difficulties are mainly with speech and language although a few pupils have severe learning difficulties. The Early Years Foundation Stage (EYFS) children are in the Reception classes.

The school has gained Basic Skills, Active Mark, Travel Mark, Healthy Schools and Eco Schools Excellence awards. It also has won South East in Bloom Excellence and South East in Bloom School Grounds Silver Gilt awards. A mathematics Ofsted subject survey inspection was conducted in March 2008.

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. It has some outstanding features. Standards are improving and are exceptionally high in writing by the time pupils leave the school in Year 2. The headteacher provides very good leadership and fosters an ethos where staff are keen to try out new ideas and constantly improve. Pupils thrive and their excellent personal development and behaviour are springboards for all their learning. The school gives pupils a well-rounded education which enables them to do well academically and they are also given strong opportunities for developing their creative, practical and sporting skills. One parent echoed the views of many when saying, 'I couldn't be happier with Rose Green Infant School. The school constantly strives to improve standards both in teaching and learning and in the fun aspects of a child's experience; a fantastic school.'

From starting points that are similar to those seen in most schools, children make good progress in Reception and, on entry to Year 1, standards are above average, except in their writing which is average. Good progress continues and by the time they leave the school, pupils reach above average standards in reading and well above average standards in mathematics. In writing, pupils make up ground very well and reach exceptionally high standards. Initiatives to improve teaching and systems for checking pupils' progress have a beneficial impact on raising achievement in mathematics and particularly in writing. However, whilst average and lower attaining pupils achieve well in reading in Years 1 and 2, more capable pupils' progress is satisfactory.

The school has correctly identified reading as a focus for improvement and acknowledges the need to develop clearer tracking of reading assessments in order to keep a closer check on the progress of different groups. Pupils with learning difficulties and/or disabilities make good progress because they are well supported and teaching assistants make a valuable contribution to their pace of learning. There are robust programmes to help lower attaining pupils to catch up.

Senior leaders, working closely together, have shown strong leadership since the last inspection. This, together with the excellent teamwork between committed staff, is central to the school's success. The arrangements for self-evaluation are good. The new assessment systems are having a good impact in helping senior leaders and teachers to accurately pinpoint how well different groups are achieving, although there is still work to do in reading. Leaders at all levels have undertaken monitoring of teaching and learning, giving the school an accurate picture of the strengths and weaknesses of its provision. The school has accurately identified its strengths and weaker areas, tackling most areas of underachievement energetically. Demanding targets have been set for most pupils but targets are too modest for more capable pupils in reading compared with their potential attainment at the end of Reception. Governors fulfil their responsibilities well and are closely involved in monitoring the school's work and its management.

The quality of teaching and learning is good. Classrooms are attractive learning environments with stimulating displays of pupils' work. Teachers manage their pupils extremely well and use interactive whiteboards and other learning resources very effectively to engage pupils' interest. Pupils like the variety of approaches teachers adopt and the fun ways they use to motivate them to learn. Pupils make rapid progress in writing in Year 2, where there is an excellent balance between teaching basics, such as spelling and punctuation, and writing creatively. The strengthening of teachers' subject knowledge in mathematics has led to good teaching and

learning in this subject. However, in Year 1 literacy lessons, progress occasionally slows when tasks do not systematically build on children's attainment in Reception or promote rigorous enough links between reading and writing. In Reception, opportunities are sometimes missed for helping children to write across the curriculum and this prevents higher standards being reached.

Extremely good pastoral provision as well as relationships and partnerships with parents stimulate pupils' love of school and their sense of security. As a result, they enjoy attending. Pupils' excellent spiritual, moral, social and cultural development is enhanced through a well-thought-out programme of assemblies, visits and social events. Pupils make an outstanding contribution to both the school and wider community through their eco work, including litter picking, recycling and conserving energy. Opportunities to become 'mini governors' enable pupils to contribute to school decision-making. Community cohesion is promoted well. The school strives to reach out to all different groups and is particularly effective with the local community and is now developing links with a school in Africa.

The rich curriculum is exciting and strongly promotes information and communication technology (ICT) skills, the arts, design and technology and sport. The very imaginative bonds between subjects, including high quality links with writing in the humanities, and the excellent use of the school's grounds help to bring learning alive. Pupils really appreciate the excellent range of extra-curricular activities and show an excellent understanding of healthy lifestyles.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children start school, they have levels of ability which are typical for their age. There are excellent induction procedures for helping children adjust when they join the school. Parents really appreciate the close links that are encouraged between the home and school. The Early Years Foundation Stage is well led and the staff are a close-knit and effective team. Well-trained and qualified staff ensure that routines are well established and that children are exceptionally well cared for. Children love coming to school because there are plenty of interesting and worthwhile things to do. They make good progress and, by the time they begin Year 1, children reach above average standards, including in reading and mathematics. However, progress in writing is satisfactory and standards are average. A major reason for this is that opportunities are sometimes missed for helping children to develop their writing across other areas of learning, including during play. Teaching is good. Staff strike the right balance between enabling children to learn for themselves and the direct teaching of groups. New arrangements for teaching sounds and letters are having a positive impact on raising achievement in phonics. Children are given a wide range of interesting learning opportunities both indoors and out, for example through their investigations into the postman's job and through their post office role play areas. They are encouraged to become independent, make choices and take on responsibilities; they make exceptional progress in their personal, social and emotional development. Good assessment and record keeping enable close monitoring of children's progress.

What the school should do to improve further

- In reading in Years 1 and 2, set more challenging targets for more capable pupils and strengthen assessment tracking procedures to make sure pupils' work always builds on their previous attainment.
- Raise achievement in writing for Reception children by increasing opportunities for children to write across different areas of learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

5 February 2009

Dear Children

Inspection of Rose Green Infant School, Bognor Regis PO21 3LW

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. Your views are important as you are the school's customers. This letter is to tell you what we found out about your school.

Firstly, you need to know you go to a good school where you make good progress. Here are some good things about your school:

- You make good progress and reach exceptionally high standards in writing and well above average standards in mathematics by Year 2.
- Those of you in Reception get off to a good start. You are learning your sounds really well.
- You have some really good opportunities for ICT, art, design and technology and sport and for clubs.
- You are a credit to your school and behave extremely well.
- You really enjoy school and get on very well with each other.
- You use the beautiful school grounds very well and help to take care of your world by recycling and picking up litter.
- Your headteacher leads you all very well and your teachers and the school governors are working hard to make the school even better.

Here are the things we are asking the school to improve:

- Make better checks on how you are doing in reading so more of you reach higher levels by Year 2.
- Make sure teachers set work for you that always builds on what you can already do.
- In Reception, give you more chances for writing through your other activities.

You can help your teachers by making sure you continue to work hard at improving your reading, writing and mathematics.

Thank you again for being so helpful.

Yours faithfully

Eileen Chadwick

Lead Inspector