

Inspection of a good school: Rose Green Infant School

Hawkins Close, Bognor Regis, West Sussex PO21 3LW

Inspection dates:

26 and 27 September 2023

Outcome

Rose Green Infant School continues to be a good school.

What is it like to attend this school?

Pupils eagerly anticipate coming to this school's nurturing and inspiring environment. As one parent put it: 'Children run in excited to start every school morning and come out happy at the end of each day.' Pupils enjoy the forest school, building shelters, toasting marshmallows, and learning how to use woodworking tools responsibly. Clubs before, after and during the school day add to their enjoyment and make school something they look forward to.

Pupils behave well throughout the school. They feel secure, knowing if they post any concerns in the class 'worry monster' boxes, their teachers will help them sort things out quickly. Pupils are taught to be considerate, sharing and taking turns kindly. At social times, they play nicely together, making sure no one is left out. Pupils talk enthusiastically about singing assemblies and school performances, where they showcase their performing talents to parents and carers.

The school has high expectations for what pupils can and should achieve. From when they start in the Reception Year, children are encouraged to be responsible, resilient, motivated, independent, and creative. Pupils value their learning, throwing themselves wholeheartedly into the interesting experiences provided by their teachers. They encounter a broad range of subjects and overall attain well.

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

The school has an ambitious vision that pupils will get off to the very best start in life, through experiencing a broad and rich curriculum. All subjects are set out sequentially, so that pupils' knowledge and understanding develop coherently, in preparation for the next stage in their education. In many areas of the curriculum, the school has recently redefined the key knowledge that pupils must learn and in what order, so that pupils remember a rich interconnected network of ideas. These changes to the curriculum are intended to help pupils learn better in some subjects than they have in the past.

Teachers have secure subject knowledge. They break learning down into small steps and explain it clearly. Teachers skilfully adapt how the curriculum is taught, so all pupils, including those with special educational needs and/or disabilities (SEND), are fully included and attain well. Adults design activities that help pupils understand and remember new learning. For example, in mathematics, pupils experience many different ways of understanding that numbers can be greater or less than each other. In art, pupils evaluate the work of Roy Lichtenstein before working with paints, crayons, chalks, and pencils to recreate lines, dots, and colour in their own drawings.

Assessment is used effectively. In Reception, teachers get to know children's needs well through talking with them in purposeful play activities. They identify gaps in learning and design activities which close them and help children to learn more. Across the school, teachers use questioning well to check pupils' understanding before moving on to new areas of learning. In more well-established subjects, teachers systematically recap areas of key knowledge, helping pupils commit the curriculum to long-term memory.

Reading is at the heart of the curriculum. The school recognised that the teaching of reading needed to be strengthened even further. Teachers have worked tirelessly to ensure phonics is taught consistently and systematically. Children start to learn phonics as soon as they begin school. Any children struggling to hear letter sounds are identified quickly and supported expertly to keep up. Children are surrounded by stories, songs, and rhymes, helping them to learn new vocabulary. As older pupils start to sound out words and read sentences, they do so enthusiastically with their partners. Pupils read regularly in pairs to practise reading books which closely match the sounds they are learning. Pupils speak highly of their regular visits to the inspirational school library, which is bursting with well-chosen stories and non-fiction texts that reflect a range of different backgrounds, faiths and cultures.

The school places great emphasis on pupils' personal development. Pupils learn about healthy relationships, different emotions and how to look after their mental and physical well-being. There are many visits bringing the curriculum to life, such as to the post office and the library. Pupils relish their trips further afield, for example, to the Weald and Downland museum, where they learn how people lived in the past. They learn about different religions, cultures, and celebrations. Pupils are prepared for life in modern Britain through learning to value different views. They show maturity in saying that 'All our differences make us unique and special; they make us who we are.'

The school makes provision for staff well-being and consults on any changes that might affect their workload. Staff development is targeted accurately on aspects of the school that most need to improve. Governors focus on the quality of education. They understand their statutory duties and carry them out well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, refinements to what pupils learn and when have only recently been put in place. In these subjects, pupils have not learned as well as they could. The school should ensure that recent improvements to the curriculum ensure that pupils learn consistently well across the whole of the curriculum, closing gaps in their prior knowledge where these exist.

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 March 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125928
Local authority	West Sussex
Inspection number	10287963
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Co-Chairs of governing body	Emma Ide and Laura Hearn
Headteacher	Sally Dreckmann
Website	http://www.rosegreeninfant.school
Dates of previous inspection	21 and 22 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics, and art. For each deep dive, they 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 to leaders about the curriculum in some other subjects.
- During the inspection, the inspector met with the headteacher and deputy headteacher.

- Views of pupils and staff were gathered through Ofsted’s online surveys, interviews and discussions conducted throughout the inspection.
- The inspector reviewed the arrangements for safeguarding through scrutinising safeguarding records and discussions with leaders, staff, and pupils. The inspector considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspector reviewed a range of the school’s documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspector observed pupils’ behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour, and leaders’ expectations of pupils’ behaviour.

Inspection team

Jo Brinkley, lead inspector

His Majesty’s Inspector

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