

# Inspection of Bersted Green Primary School, Bognor Regis

Laburnum Grove, Bognor Regis, West Sussex PO22 9HT

---

|                           |                             |
|---------------------------|-----------------------------|
| Inspection dates:         | 1 and 2 October 2024        |
| The quality of education  | <b>Requires improvement</b> |
| Behaviour and attitudes   | <b>Good</b>                 |
| Personal development      | <b>Good</b>                 |
| Leadership and management | <b>Requires improvement</b> |
| Early years provision     | <b>Good</b>                 |
| Previous inspection grade | Good                        |

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

The school's ambition for all pupils to achieve well, including those with special educational needs and/or disabilities (SEND), is clear. However, pupils do not achieve as well as they should because the curriculum is not yet delivered effectively across key stages 1 and 2. Curriculum delivery is stronger in the early years.

Pupils are happy and secure in this friendly and welcoming school. The school is the centre of the local community where everyone is welcome. Pupils benefit from many leadership opportunities such as being 'cluck carers', who look after the school's chickens. Opportunities such as regular talks with the local police officer help pupils to engage with their community and understand the difference they can make to others.

The school's caring and kind atmosphere contributes strongly to pupils' well-being and their enjoyment of school. Staff encourage pupils to 'learn together' to grow as people and learners. Most pupils behave well and show kindness and empathy to each other. One said, representing the views of many, 'Everyone can have a different view and that is great.' Pupils feel safe and well cared for in school. They say that staff help them when they have any concerns.

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

The school has tackled weaknesses in provision with commitment and growing success. However, there is more work to do to ensure that the curriculum is implemented effectively from early years to Year 6.

The curriculum is now ambitious and well sequenced. Staff deliver content clearly. Activities are usually well matched to help pupils learn the planned curriculum. However, staff do not always check carefully enough that pupils have remembered the most important knowledge taught. This means that some pupils, including pupils with SEND and disadvantaged pupils, have gaps in their knowledge. As a result, pupils achieve less well than they should.

Pupils make a strong start to the school in Reception. Staff in the early years build pupils' communication and language skills well. They do this through detailed modelling. Carefully crafted opportunities help pupils to practise what has been modelled. For example, snack time is used so pupils can talk to an adult about the snacks. The school's phonics programme is well organised and provides the content required to support pupils' reading. However, the programme has not been delivered rigorously enough over time. As a result, pupils are not as ready for the next stage in their learning as they need to be. Positive changes have been made to improve phonics teaching. The school now has high expectations of pupils and there is daily support for pupils who need extra help. This is having a positive impact with more pupils in Year 1 achieving well in reading. Staff carefully model to pupils how to use their reading knowledge to develop their handwriting and spelling. Pupils are writing with more confidence and accuracy. This includes pupils with SEND and disadvantaged pupils.

Provision for pupils with SEND is inconsistent. The school does not always identify individual needs precisely enough. This means that some of the adaptations made for these pupils do not help them learn the intended curriculum. For example, in mathematics, pupils do not always practise the key vocabulary to help them understand what is being taught. Therefore, achievement is not as strong as it should be for some of these pupils.

Pupils behave well, both in class and during social times. When pupils do become distracted, teachers refocus them, enabling their learning to remain purposeful. Most pupils have positive attitudes to learning and these develop well in the early years. Staff in the Reception class ensure that pupils learn the routines of the school. This means pupils are ready for Year 1. The school carefully tracks the attendance of pupils. Staff support families of pupils whose attendance is low, with compassion and tenacity. This has helped pupils' attendance improve strongly over time.

The provision for pupils' personal development is a strength in the school. Pupils benefit from well-considered opportunities outside of the curriculum. They learn the skills of effective leadership through roles such as eco-warriors and play leaders. As a result, pupils become confident and thoughtful citizens. Through the curriculum, pupils also gain an in-depth knowledge of current issues such as equality. Pupils display a deep understanding of diversity through the way that they embrace each other's differences.

The school has the ambition and capacity to improve. Leaders have accurately identified the areas in need of rapid improvement. The work in these areas has started and is making a difference. Staff well-being and workload are carefully considered before any change is made. The school has acted decisively to address weaknesses in governance. Consequently, governors now provide more effective challenge to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Staff do not always use assessment well enough to check what pupils have remembered of the taught curriculum. This means that pupils have gaps in their learning. The school should support staff to routinely check pupils' understanding of the key content and then use this information to inform future teaching so that gaps in learning and misconceptions are swiftly addressed.
- The school does not identify the specific needs of some pupils with SEND as quickly as possible and adapt tasks to these needs. Therefore, these pupils do not always get the support they need. The school should continue with its plans to improve this so that pupils with SEND receive the additional support they need to achieve well.

## 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

|                                            |                                                                                  |
|--------------------------------------------|----------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 125873                                                                           |
| <b>Local authority</b>                     | West Sussex                                                                      |
| <b>Inspection number</b>                   | 10341605                                                                         |
| <b>Type of school</b>                      | Primary                                                                          |
| <b>School category</b>                     | Community                                                                        |
| <b>Age range of pupils</b>                 | 4 to 11                                                                          |
| <b>Gender of pupils</b>                    | Mixed                                                                            |
| <b>Number of pupils on the school roll</b> | 275                                                                              |
| <b>Appropriate authority</b>               | The governing body                                                               |
| <b>Chair of governing body</b>             | Nicola Waters                                                                    |
| <b>Headteacher</b>                         | Katie Jarvis                                                                     |
| <b>Website</b>                             | <a href="http://www.berstedgreenprimary.co.uk">www.berstedgreenprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | 5 March 2019, under section 8 of the Education Act 2005.                         |

## Information about this school

- The school does not currently use any alternative provision.
- In September 2024, a new chair of governors at the school was appointed.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with representatives of the school governing board and a representative from the local authority.
- The inspection team carried out deep dives in these subjects: reading, mathematics, science and geography. The team discussed the curriculum with subject leaders, teachers and pupils. Inspectors also visited lessons and looked at samples of pupils' work.
- Inspectors considered the responses to the Ofsted Parent View survey, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of the school's documentation, including leaders' plans for improving the school, minutes of school governing board meetings, records of attendance and behaviour incidents.

## Inspection team

|                                |                         |
|--------------------------------|-------------------------|
| Neil Pilsworth, lead inspector | His Majesty's Inspector |
| Mary McCarthy                  | Ofsted Inspector        |
| Linda Appleby                  | Ofsted Inspector        |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024