

# Rowlands Castle St John's Church of England Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	116310
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357937
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Michael Barron

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Young
<b>Headteacher</b>	Kay Pennicotte-Henrie
<b>Date of previous school inspection</b>	20 November 2007
<b>School address</b>	Whichers Gate Road Rowland's Castle, Hampshire PO9 6BB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed nine teachers. They also held meetings with the headteacher, senior leadership team, members of the governing body, parents and carers, teaching staff and groups of pupils. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 45 Ofsted questionnaires returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and achievement of pupils, especially in Year 6, and what this signifies in terms of the quality of teaching and the progress of different groups of pupils throughout the school, including those with special educational needs and/or disabilities and the more able pupils.
- Provision for cultural education and its effect on building up pupils' knowledge and understanding of cultures and communities other than their own.
- How effectively teachers in all year groups use information from the school's assessment and tracking systems when planning further work for pupils.

## Information about the school

This is a smaller than average size primary school. Nearly all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities is above the national average. The needs include moderate learning difficulties although, at present, none of this group of pupils has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below the national average. There is on-site pre-school provision not managed by the governing body and subject to a separate inspection. The school has gained several recent awards including Healthy School Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school in which pupils feel valued as individuals. Parents and carers are very positive in their support for what they believe is a good school.. 'Both my children are extremely happy here and they feel safe, included and settled' and 'the staff are welcoming and friendly and clearly put the interests of pupils first' were typical of comments in the parents' and carers' questionnaires.

The headteacher is a very good leader who displays a clear vision for continuous school improvement. Working very effectively with her staff and the governing body, she has ensured the school has rigorously and accurately evaluated its performance regularly and implemented improvements where needed. As a result, the quality of education provided for pupils has improved considerably since the last inspection. Staff morale is high. Teachers and effective teaching support staff are enthusiastic and work well as a team to ensure the school reaches the challenging targets it sets itself. This has been a key factor in improving the school's overall effectiveness since the previous inspection and is an indication of the school's good capacity to improve in the future. Pupils in all year groups, including the children in the Early Years Foundation Stage, make good progress. As a result, by the end of Year 6 attainment is above average and pupils are well prepared for the next stage of their education.

The level of care, guidance and support for pupils is outstanding and ensures pupils become confident and independent learners. Parents and carers appreciate the effective way the school looks after their children and comment positively about the school's safe and caring environment. Health and well-being are securely safeguarded and child protection procedures are good. The quality of teaching is consistently good or better. Teachers and teaching support staff display good subject knowledge and make effective use of assessment information from the school's systems to track the progress of individual pupils when planning further work. However, the quality of teachers' marking varies throughout the school. Most is of a good standard but there are occasions when marking does not consistently provide clear guidance for pupils on how to improve their work and this can have a detrimental effect on their progress.

Pupils are keen to talk about what they like the most about school, especially the good range of popular extra-curricular activities and also their excellent links to the local community. However, they have little understanding of the multicultural nature of society in the United Kingdom and find joining in conversations about this difficult through lack of experience and this remains a gap in their learning.

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

- By the end of the autumn term 2011, improve pupils' understanding of how to raise their attainment by ensuring that teachers' marking in all year groups consistently provides clear guidance for pupils on how to improve their work.
- Increase pupils' awareness of the multicultural nature of modern society in the United Kingdom by improving opportunities for them to develop their knowledge and understanding of the ethnic and cultural diversity.

## Outcomes for individuals and groups of pupils

2

Children enter their Reception Year with skill levels often below those expected for their age, especially in terms of their writing skills. Consistently good or better teaching ensures that tasks in lessons are well matched to pupils' individual needs and is a key factor in ensuring all pupils, including the more able and those with special educational needs and/or disabilities, achieve well in all year groups.

Pupils enjoy lessons and say that teachers try to make learning interesting. An example of this was observed during an outstanding lesson in Year 6 based around the television show, 'The Apprentice'. Groups of pupils successfully used information and communication technology (ICT) to deliver their project presentations to a local businessman. They displayed the confidence to discuss their work in public and the ability to argue their cases successfully. Pupils work well in lessons both independently and in small groups and this allows teachers to concentrate on supporting those pupils who require help or additional challenge. This was the case in a literacy lesson to Year 3 pupils when the class teacher had the time to help individual pupils experiencing difficulties with their reading, including those with special educational needs and/or disabilities, because all the other pupils were able to work well independently.

Pupils say that they feel very safe. They are very positive about school and this is reflected in their good and improving rate of attendance. They say they feel secure and are confident adults will always deal with any rare instances of unkind behaviour quickly and fairly. Pupils are aware of the importance of exercising regularly and eating healthy foods and understand the significance of the school achieving the Healthy School award. Older pupils say they enjoy looking after the younger ones. The quality of pupils' spiritual, moral, social and cultural development is good overall. While aspects of pupils' cultural development are in need of improvement, the quality of their spiritual, moral and social development is strong and this is reflected in pupils' good behaviour, their positive attitudes to learning and in their respect for others.

Pupils correctly believe they make an outstanding contribution to the school and the wider community. They are proud of the role of the school council in ensuring the school listens to and acts on their views, especially regarding their learning and well-being. Pupils are encouraged to take on responsibilities within the school and do so willingly and with enthusiasm. Links with the village community and local churches are strong and pupils' written work is often featured in the parish magazine. Pupils regularly take part in activities organised by the local community, including the village summer fair, sporting activities and local dance festivals. Pupils' developing skills in literacy and numeracy, their good attitudes to learning and their good collaborative and independent skills are preparing them well for their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The curriculum provides pupils with well-organised and imaginative opportunities for learning. It links different subjects together well to ensure lessons are relevant, purposeful and enjoyable for pupils while promoting the effective development of skills in numeracy, literacy and ICT.

Classrooms are colourful and well resourced. The quality of pupils' work on display is of a good standard and provides clear evidence that the improvement in the school's effectiveness is not restricted to results in mathematics and English. Teachers and teaching support staff work together very effectively in order to ensure that lessons move at a brisk pace which contributes well to pupils' good learning. Teachers make good use of interactive whiteboards to enhance lessons and pupils say that they like this approach to learning. However, pupils also comment that when teachers mark their work they do not always consistently give ideas about how to improve.

The level of care, guidance and support for pupils is outstanding; this helps pupils make the best of opportunities provided by the school and is the basis for their good personal development. Pupils say they are confident they will always be very well looked after. Induction and transfer arrangements are very effective and this helps pupils to settle into new routines quickly. Vulnerable pupils receive an excellent level of very well-targeted care and support and, as a result, play a full and active part in school life.

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The curriculum is enriched through the school's effective links with outside organisations including local sports partnerships. Provision for personal, social and health education is good. Pupils look forward to school visits to places of interest, especially residential visits, and to meeting interesting visitors to the school. They appreciate the diverse programme of activities the school provides for them including a wide range of popular lunchtime and after-school clubs which feature artistic, sporting and musical activities. However, the curriculum does not offer regular opportunities for pupils to develop their understanding of the wider nature of modern society in the United Kingdom.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The good quality of leadership and management is reflected in the thoroughness of the school's self-evaluation and the quality of its development planning. The headteacher and her staff have high expectations of what pupils can achieve and have worked hard to ensure that all pupils are given equal opportunities to succeed and that any discrimination is tackled effectively. They have been well supported by the governing body, which takes its duties seriously and offers the school a good level of support and challenge.

Safeguarding procedures are good and meet all requirements. This is reflected in the precision of the staff recruitment and vetting checks and the way in which the school regularly monitors and evaluates its policies and practices. Safeguarding training for staff and governors is fully in place and routinely updated so they are well aware of the importance of their role in protecting pupils.

The school's work in promoting community cohesion is satisfactory. It has built up very effective links with the local community, which it uses well to develop pupils' understanding of the immediate world around them. However, pupils have only a limited appreciation of the diversity of cultures and beliefs in the wider national community.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The comment by one parent of a child in the Early Years Foundation Stage very aptly described the good quality of provision for children in the school's Reception Year class: 'We have a very happy child who loves going to school every day and has progressed well through encouragement and fun.'

The school's links with the on-site pre-school are used effectively to help children settle quickly into new routines when they first enter the Reception class. Good leadership and management ensure a high priority is given to children's personal, social and emotional development and to their welfare. Children say they feel very safe and well looked after. They are happy to share and take turns and join in lesson activities with enthusiasm. Their behaviour is consistently good because the class teacher ensures that learning is interesting and enjoyable and caters well for children's individual needs. Lessons prioritise improving skills in all areas of learning, especially writing. They effectively blend opportunities for children to work both independently and with adult direction. As a result, all children, regardless of their abilities, work hard and make good progress from starting points that vary from year to year but are often below typical expectations.

Children are provided with well-structured opportunities to build up their understanding of the world in which they live. Ongoing records of children's progress are used effectively when planning further work. However, although a secure outdoor area is used to help children build up the skills associated with outdoor learning and play, it is not up to the standard of the Early Years Foundation Stage classroom and indoor work areas. The school is aware of the need to develop the outdoor provision in order to complement the good indoor provision and is planning to improve this in the near future.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a lower than average rate of response to the parents' and carers' questionnaire returns. Even so, an overwhelming majority of the parents and carers who returned the questionnaires or who were spoken to by inspectors held positive views about the school. Few parents and carers expressed any concerns although a very small minority felt the school did not deal effectively with unacceptable behaviour and that the school did not take account of their suggestions and concerns. A few felt the school did not meet their child's particular needs or help them to support their children's learning. Inspectors considered these comments and judged that the school deals with unacceptable behaviour effectively and that it takes account of parents' and carers' suggestions and concerns. Inspectors also judged that the school meets children's individual needs well and helps parents and carers to support their child's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rowlands Castle St John's Church of England Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are pupils 181 registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	76	8	18	1	2	2	4
The school keeps my child safe	31	69	11	24	1	2	2	4
My school informs me about my child's progress	27	60	13	29	1	2	2	4
My child is making enough progress at this school	31	69	14	31	0	0	0	0
The teaching is good at this school	32	71	12	27	0	0	0	0
The school helps me to support my child's learning	31	69	8	18	4	9	0	0
The school helps my child to have a healthy lifestyle	28	62	12	27	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	62	11	24	0	0	0	0
The school meets my child's particular needs	29	64	9	20	4	9	0	0
The school deals effectively with unacceptable behaviour	17	38	18	40	5	11	2	4
The school takes account of my suggestions and concerns	26	58	12	27	2	4	2	4
The school is led and managed effectively	28	62	13	29	0	0	2	4
Overall, I am happy with my child's experience at this school	33	73	9	20	0	0	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2011

Dear Pupils

**Inspection of Rowlands Castle St John's Church of England Controlled Primary School, PO9 6BB**

Thank you for welcoming the two other inspectors and me to your school. You were all really friendly and we soon realised why you enjoy coming to school so much. We found it very interesting reading your questionnaire replies and talking to you about what you like the most about your school. We agree with you when you say that you attend a good school.

Here are some of the main things we found out about your school.

- Children get off to a good start in the Reception class.
- You then achieve well throughout the rest of your time at school.
- You are lucky to have caring and thoughtful teachers who always try to make lessons interesting.
- All the adults who work in the school make sure you are always very well cared for, extremely safe and very well looked after.
- You are well behaved, caring and polite.
- Your headteacher, teachers and governors lead and manage the school well.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- make sure that when teachers mark your work they always give you ideas about how to improve. This will help you to make even better progress.
- help all of you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds to yours.

Once again, thank you for making us feel so welcome and remember you can help your school to improve by attending as often as you can and continuing to work hard.

Yours sincerely

Michael Barron  
Lead inspector

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